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ABSTRACT

The demonstration project, running from June 1971 to June 1974, sought to reduce the educational and occupational disadvantages of Puerto Rican unemployed and underemployed adults. The program served 1,241 participants, ranging in age from 16 to 60 and in grade level from zero to approximately twelfth grade. Average attendance was 24 days, on a one day a week basis. Most participants advanced one to three grades. Three main programing areas received special attention: staff development, curriculum development, and student participation. Curriculum development centered around language arts skills identified as basic tools for content learning in all areas. A reading program for illiterate adults was developed, oriented to the needs and interests of this clientele. Of the 84 participants in this program, 54 developed basic reading skills. About half the document consists of appendixes showing, in chart form: the background of participants and their educational and employment progress; the cost of expanding the program's services; the number and type of services, along with students educational progress; and coordination with various agencies in the provision of services. Logs of personnel training sessions and other activities are included, along with texts, in Spanish, of 14 program evaluation forms showing participant responses. (Author/SD)

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ADULT BASIC EDUCATION PROJECT
CAREER CENTERS PROGRAM
DIVISION OF EXTENSION AND CONTINUING EDUCATION
UNIVERSITY OF PUERTO RICO

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# FINAL REPORT

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The evaluation of this project was carried out according to the Evaluation Plan with the assistance of Dr. Victoria Carrasquillo, from the Office of Educational Research, School of Education, University of Puerto Rico and professor Eduardo Morales, Evaluation Consultant.

# ABSTRACT

The Adult Basic Education Project of the Career Centers Program, Division of Extension and Continuing Education at the University of Puerto Rico, was funded by the Federal Office of Education as a three year demonstration project from June, 1971 to June, 1974.

It served a population of 1,241 educationally disadvantaged Puerto Rican adults, ranging in age, from 16 to 60 and in grade level from 0 to more or less 12 grade.

This student population was distributed among three training centers strategically located to serve different areas around the cities of San Juan, Caguas and Aguadilla.

High quality services (educational and supportive) were made possible through interagency funding and coordination, and through the adoption of a systematic approach to programming in all areas and levels.

Three main areas of programming received special attention: Staff Development, Curriculum Development and Student Participation. Curriculum development centered around Language Arts skills identified as basic tools to learning in all content areas.

A Reading Program for illiterate adults was developed. The content of this program was based on occupational and everyday concepts of special interest to this particular clientele. Eighty-six adults participated in this reading program and fifty-four developed basic skills which

should enable them to continue to improve with independent practice.

Average attendance of participants in this reading program was nineteen days in the one year duration of its implementation.

Other curricular materials were produced on a less formal basis. Staff development was a basic component, and student participation was promoted as essential to the effectiveness of the educational program.

Evaluation Report
Adult Basic Education Project
Career Centers Program
Division of Extension and Continuing Education
University of Puerto Rico

## I. Introduction

The Adult Basic Education Project of the Career Centers Program at the University of Puerto Rico, funded by the Federal Office of Education, began its operations in August, 1971 as a three year demonstration project.

ABE funds served to reinforce the adult basic education component that already existed in the Career Centers Program since it was established in 1968.

The Career Centers Program general objective was to provide educational experiences for Head Start paraprofessionals so that they could improve their occupational competencies, and advance in career development. For this purpose full-status training centers were established in San Juan and Ponce in 1968, and a limited-services center opened in Aguadilla in 1970. As soon as implementation of the educational program began, it was evident that progress in occupational competencies required basic skills, especially communication and computational, and specific knowledges which are essential to understanding of leading program principles. Since Head Start funds were allocated specifically for occupational training purposes, ABE funding was an

answer to these adults' need for basic education experiences as the foundation for the development of occupational competencies.

So, on August 1, 1971 the Adult Basic Education Project of the Career Centers Program began its operations. The program in the San Juan Center was substantially strengthened. The center in Aguadilla was brought up to full status and a center was opened in Caguas to serve the Head Start program in the eastern part of the island. With increased resources made available through inter-agency funding and coordination, the adult basic education experience was opened to employees of other human services agencies, as well as to educationally disadvantaged adults residing in the areas served by the training centers.*

During its last year, 1973-74, the Adult Basic Education Project underwent some modifications in its organization due to changes in Head Start philosophy, which required that the Career Centers Program concentrate its efforts in the provision of training experiences for Head Start educational personnel (supervisors, teachers and teacher aides). Thus, the San Juan Center which had always served mostly Head Start paraprofessionals including cooks, cook aides, social agents, health services agents, etc., discontinued its ABE center-based program.

*See appendix 1 for a list of agencies served throughout the three year period.

Instead, the program expanded into the community, limiting itself to implementation of the reading program with illiterate adults some of whom were related to Head Start and others who were not. The centers in Aguadilla and Caguas continued as before, although the number of participants from Head Start in the ABE program was reduced. Community residents and participants from other agencies filled the slots left open by the Head Start people.

Throughout its duration, the ABE Project retained its basic outstanding features:

1. Participation open to adults ranging in grade level from 0 to ± 12 grade.
2. Programming for adult participants employed as para-professionals and non-professionals by Head Start and other Human Services Agencies.
3. Programming for unemployed adult participants.
4. Year-round open admission into the program.
5. Programming for each participant's needs, to be pursued at each individual's own pace during the one-day a week attendance to the training center.
6. A supportive service component to assist participants with their personal and educational problems.

The ABE Project terminated its program of educational activities with participants in June, 1974. It then entered into a phase-out period for completion of evaluation and curriculum revision, and the preparation of this evaluation report which is being submitted in August, 1974.

## II. Project objectives and evaluation

For the Evaluation of the Project a plan was prepared by Project personnel with the assistance of a specialist from the Office of Educational Research of the School of Education, University of Puerto Rico. Interim reports submitted to the Office of Education at the end of the first and second year, present in narrative form, detailed accounts of the different aspects of program planning and implementation. This final report is based on the evaluation of the Project according to the Evaluation Plan.*

It presents an overall view of the Project's achievements in the light of its global goal, and a more detailed account in the light of specific objectives.

### A. Global Goal

To reduce the educational and occupational disadvantages of ± 800 Puerto Rican unemployed and underemployed adults through

*A copy of the Evaluation Plan was submitted as part of the third quarterly report for 1973-74.

a special adult basic education program.

During its three years of operation, from August, 1971 to August, 1974, the ABE Project served a total of 1,241 educationally disadvantaged Puerto Rican adults. This figure, more than doubled the expected enrollment. Of these, 430 were Head Start employees who served as paraprofessionals in the different service areas of the program, and 210, were Head Start volunteers. The latter were unemployed adults from the Head Start communities. The rest of the participants were paraprofessionals and non-professionals from other human services agencies, and unemployed residents of the training center communities. (Appendix 1)

ABE participants ranged in age from 16 to 60 years, with the average age being 30 years. They ranged in educational level from 0 to ± 12. Based on regular school grades, the average educational level was 6.69 grade.

These adults attended the training centers once a week, on time given by the agencies in the case of those who were employed, or on their own time when unemployed. Average attendance of participants during the duration of the project was 24 days. Seven hundred and eighty-six adults, or 63 per cent of the population took placement tests, including the GED. A total of 566, or 72 per cent advanced in grade level from 1 to 3 grades or more for an average advancement of 2 grades. (See Graph I for illustration.)

Graph 1



Progress attained by ABE participants who took Department of Education placement tests during project duration (1971-74)

AGUADILLA

CAGUAS

SAN JUAN
Years 1971 to 1973

THE THREE CENTERS

Progress in term of grades

No progress

The 17 per cent who did not advance in grade level, improved in academic and occupational skills according to other evaluation criteria such as teacher made tests and on site supervision.

Placement tests which were given periodically, were optional for all participating adults. In no instance were they mandatory, either by the training centers or the sponsoring agencies. Each adult made his own decision. Teachers made recommendations based on their knowledge of each particular individual. If the teachers thought that a student should take the placement test, and the student was reluctant, the student's will prevailed. Frustrating experiences are detrimental to student's real progress especially in the case of adults with a background of educational failure.

A population sample of 60 participants from 9 agencies other than Head Start taken from the three centers reveals that: Out of the 60 students, 60 took placement tests. One hundred per cent advanced from 1 to 3 grades or more, for an average advancement of 2 grades. Of 37 who were unemployed at the time of enrollment, 60 per cent obtained employment. Average age of these participants was 29 years, and average educational level was 8th. grade.* Forty one per cent continued studying,

*See Appendix 2
Refer to ABE Second Report - August, 1973, pp. 23-24.

and 37 per cent advanced in their jobs. In the case of Head Start employees, the overall aim was to improve occupational competencies. The adult basic education experience was a component of the total educational program. Its success was determined not so much by advancement in grade level, as by improvement in performance on the job.

Of 86 participants in Project Alpha, during 1973-74 when formal implementation of this reading program took place, 54 developed basic reading skills and should be able to improve with independent practice. Nineteen had completed the first ten lessons by March. Of those who took the Department of Education placement tests 21 achieved grade placement of from 1 to 6 grades. Average attendance for Alpha participants was 19 days during the one-year period.

B. Specific Objectives

For evaluation of specific objectives, five areas were identified:

A. Establishment of services and coordination of resources

B. Working Procedures

C. Curriculum

D. Staff Development

E. Student Participation

Each individual area contains its own particular objectives. For the purposes of this report each area will be listed and a summary of findings under each objective presented.

Area A: Establishment of Services and Coordination of Resources

1. To expand services offered by the Career Centers Program to paraprofessionals and nonprofessionals employed by Head Start and other human services agencies as well as to unemployed and underemployed educationally disadvantaged adults in certain Puerto Rican communities.

   a. To add an ABE Project component into the existing San Juan Center on a cost sharing basis with Head Start.

   In order to cope with an increasing demand for services related to ABE, at the San Juan Center, physical facilities were expanded in 1971-72 to include an annex to the Center. (See Appendix 3, page 1, columns 4, 5). In terms of educational as well as administrative responsibilities a group of six working positions were added to the existing personnel at the San Juan Center in order to increase services and facilitate program implementation.

For FY 1972-73, a Counselor was incorporated to the working team in order to strengthen the supportive services component at the San Juan Center. (See Appendix 3, pages 1, 2, column 8.)

b. To incorporate participants into the educational program from other human services agencies in addition to those from Head Start.

Steps were taken to incorporate participants from different agencies both public and private, in order to fulfill one of the major objectives of the ABE Project. A total of 601 participants from a wide variety of human services agencies were enrolled during the three year period of duration of this Program. The grand total of participants rises above the 800 participants mark, as a total of 640 Head Start participants is added up to the aforementioned cipher (See Appendix 1). Excerpts from the quarterly and Second Year reports (See: Second Report-August, 1973, page 41; Report for the months of November, December, 1973 and January, 1974, page 6, Letter F.) reflect the dynamic nature and growth of ABE throughout project duration.

c. To incorporate a number of unemployed or under-employed adults from the community.

Data gathered in reference to this objective reflects that from a sample of 60 participants, 37 or 62 per cent, were unemployed at the onset of the Program. (See Appendix 2, colum 9). With regards to the whole population involved, a more descriptive picture is presented in Appendix 1.

Efforts in regard to this objective should be considered as a means to achieve the overall objective of improving the educational background of this group of citizens, in order to further their possibilities of employment.

d. To expand the limited services of the training center in the western part of the island (Aquadilla) to full center status.

In order to increase the services offered at the training center in Aguadilla and raise its working potential to full center status, significant growth was achieved, in physical facilities and human resources.

The progressive addition of new facilities and personnel, was highly relevant to the increase of services offered by this center. (Appendix 3, pages 3, 4, 6, 9, columns 4, 8.)

e. To establish a training center in the eastern part of the island (Caguas) to service the population of that region.

Lack of transportation facilities and relatively high cost of whatever transportation is available, made it necessary to open a training center to serve the eastern part of the Island. Caguas was selected as the most convenient site and the necessary provisions were made.

Funds were assigned for the establishment of adequate physical facilities as well as for the appointment of personnel akin to the main services offered by ABE. The utilization of monies for the organization and development of a functional working team at Caguas, was started in 1971. From then on this center developed its potential to reach full center status in 1973-74. (Refer to Appendix 5, pages 4, 7, 8.)

2. To coordinate federal and state resources to produce a comprehensive approach to adult education.

a. To coordinate federal and state resources to provide a comprehensive approach to adult education.

The very nature of the Career Centers Program and the ABE Project, required coordination between federal and state resources in order to achieve the comprehensive approach to adult education which was desired. Different documents give ample information not only on the provision of physical facilities, but also on the participation of human resources in different activities related to the achievement of a comprehensive approach. (Refer to: Appendices 7 and 8 ; the First Annual Report FY 1971, pp. 8-10; the Second Report, August, 1973, pp. 11-12 and 35-37.)

3. To set up a combined program of educational and supportive services to facilitate recruitment, placement and follow up of ABE participants.

   a. <u>To set up an educational program for educationally disadvantaged adults ranging in grade level from 0 ± 12.</u>

   As the needs of students were assessed, an educational program was structured with Language Arts as the core of the curricular materials. This educational program was dynamic in nature and responded mainly to student's needs In this context it was mainly responding to the program commitments.

This viewpoint elicits from the consideration of information gathered through the duration of the program.

The final results concerning the nature of the educational program reveals, that a systematized and well structured schema for learning was developed and adopted.

Opportunities for student participation with regards to organization and modification were provided at different levels. The results of their participation was most meaningful in the adaptation of materials and activities to students' interests and needs. (See Report for the months of November, 1973 thru January, 1974, page 9 for a description of some of these activities.)

An accurate description of the nature and highlights of the educational program is presented in the Second Report, August, 1973, pages 8 thru 37. A detailed presentation of the Language Arts basic goals and activities appears on Appendix II of the Second Report, August, 1973. Data regarding students' reactions and evaluations as well as personnel evaluation of various aspects of the educational program is included in Appendices 9-14.

b. To set up a program of supportive services to facilitate recruitment and follow up.

As a result of joint planning of the administrative and educational staff a wide variety of techniques and forms of supportive services, were set up and continuously used in order to facilitate recruitment, placement and follow up of participants. The most successful of these instruments appear to be: interviews, diagnostic tests, placement tests, direct observation, personal records of students, student's profiles, open house activities and daily periods of orientation and evaluation made jointly by teachers and students. (See pages 6, 10 and 11 of Report for the months of August, September and October, 1973.)

Other counseling and guidance activities were planned as an important component of supportive services for participants. (See Report for the months of November, 1973 and January, 1974, page 9 (Part C) and page 10. Additional data on this subject is located on Appendix 4, columns 26-33)

Area B: Working Procedures

1. To facilitate program planning, implementation, evaluation and revision.

   a. To adopt a systematic working procedure that is applicable in different areas and levels of programming.

The ABE Project has operated as a component of the Career Centers Program, so working procedures were established according to program and project commitments. At the onset of the Project a policy of team planning and decision making was adopted. To facilitate implementation of this policy a systematic approach was adopted to provide the necessary framework in which to function as a team. (First Annual Report, FY 1971, pp. 11-15)

This systematic approach was followed in different areas of programming such as staff[1] and curriculum development[2].

(1) (a) First Annual Report, FY 1971, pp. 11-15
(b) Plan for the Development of an In. Service Training Program for Staff Development - August, 1971.
(c) Staff Development - Evaluation Plan, April 6, 1972

(2) (a) Plan for the Development, Implementation and Evaluation of a Reading Program for ABE Participants (Project Alpha)
(b) Evaluation Plan for the ABE Reading Program (Project Alpha)

It was also followed at different levels (program, project training center and classroom) as evidenced in different documents examined[3].

An examination of the Second Annual Report, August, 1973, pp. 8-9 illustrates how the systems approach to programming allowed for revision of objectives, identification of priorities and setting of projections. In the same report, on pages 15-28 additional information is given that illustrates systematic working procedures in the areas of staff and curriculum development. Of special interest are the training events on systematic program planning and implementation (PPI) and the use of a task oriented design for planning and development of training events.

b. <u>To work as a team with an interdisciplinary approach to program planning, implementation and evaluation.</u>

(3) (a) Copy of the Career Centers Work Program for the year 1972-73.
(b) Copies of ABE short range plans (Central Office level) for the periods of November 15 to December 30, 1972; January 15 to February 16, 1973; March 5 to April 30, 1973.
(c) Copies of Training Centers' work plans for program year 1972-73.
(d) Sample work plan included in the Second Report, August, 1973, Appendix IV, pp. 1-3

As stated before, at the onset of the Project a policy of team planning and decision making was adopted. (First Annual Report, FY 1971, pp. 11-15; Second Report, August, 1973, p. 14)

The team, generally consisted of all members or representatives of the Central Office Staff, especially the two directors (CCP and ABE), and the education specialists as well as all members or representatives of the Training Centers staff including the director-coordinators, the educational staff both academic and occupational, and the supportive services staff. (Appendix 15) It is evident in information gathered from different documents that this team and interdisciplinary approach was followed at different levels of programming, Central Office (Appendix 12 ) and Training Centers (Appendices 8, 8a, 18, 19). Evidences of team work in the areas of curriculum development and supervision, as well as in evaluation are also recorded in different documents. (First Annual Report, FY 1971, pp. 15-16; copies of interdisciplinary units produced at training center level with the assistance of Central Office specialists; Internal Evaluation Report of the Career Centers Program, July, 1972, p. 8, paragraph 1; pp. 14-15)

A good summary on the organization for the purposes of achieving this objective is found in the ABE Project Second Report, August, 1973, pp. 35-36.

c. To evaluate working procedures adopted.

During the period of May - July, 1972 an evaluation of the working system adopted was carried out. The overall purpose of the evaluation as stated in the report was to determine understanding of the system adopted (its content and sequence) by educational personnel, both instructional and supportive services. ("Informe en torno a la evaluación interna del sistema adoptado para adiestrar en destrezas ocupacionales y en educación básica - julio, 1972") A translated summary of this evaluation is found in the First Annual Report, FY 1971, pages 20-29.

On-going evaluation of systematic working procedures was carried out at the training centers through a variety of activities such as: observation visits, interviews, conferences, seminars, follow up visits, educational materials development and evaluation, etc. (Appendix 16 )

An inquest among educational staff members about the systematic approach reveals: (1) that 16 out of 26

respondents had no previous training in this approach (2) 26 received training while in the ABE Project, (3) 25 used this approach in programming for ABE, (4) 20 adopted this approach for planning and implementation in instances other than ABE instruction, (5) the majority indicated that this approach helped organization and planning, increased staff's self-assurance and facilitated sequencing and evaluation. (Appendix 12)

Four supervisors who worked directly with training center educational personnel were interviewed in relation to the systematic approach to planning and teaching. All of them said that the approach was followed by all instructors under their supervision. Among the evidences upon which they based their answers, they mentioned: class observations, study of students' progress records, interdisciplinary meetings and interdisciplinary units. (Appendix 13) A summary of activities for the three year duration of the Project reveals a total of 82 dealing with evaluation. (Appendix 15)

Both annual reports (FY 1971 and FY 1972) contain a section on evaluation. It is evident that throughout the

duration of the ABE Project, evaluation as a part of the systematic approach to programming adopted, was given due consideration, as revealed by the evidence examined for this report.

Area C: Curriculum

1. To provide the foundations for learning by developing the skills which facilitate self-education and continued growth in academic competencies of students ranging in grade level from 0 to ± 4°.

   a. To assess students' needs in terms of basic learning skills, especially communication and problem solving.

For evaluation of this objective a sample population of 64 students from the three training centers (20 from Aguadilla, 20 from Caguas and 14 from San Juan) was selected. Study of programming for these students reveals that in every case needs were assessed through diagnostic tests, interviews and other means. (Appendix 17) A description of services (educational and supportive) given to ABE participants in the three centers revealed a total of 284 participants in the grade level range of 0 - 4°. Needs assessment in the academic area is reported for all

of these students, reinforced by assessment and orientation by the supportive services component. (Appendix 4)

b. To design a program of learning activities to develop those skills which the students lack and to refine those which require additional practice.

When the ABE Project was funded by the Federal Office of Education in June, 1971, there was already an academic adult education component in the Career Center Program, operating in San Juan and Aguadilla. The students who attended these two centers were Head Start paraprofessionals and volunteers who were given time (one day a week) to attend the training centers in an effort to improve their occupational competencies and their chances in career development. So, during the years of 1968 and 1969 in San Juan, and during 1969 in Aguadilla, a program of basic education in three areas - Spanish, English, and Mathematics was offered to these adults, all of whom could be considered educationally-disadvantaged. Materials produced by the Department of Education, as well as others acquired by the Program were used.

There were comprehensive lists of skills in the areas of Mathematics, Spanish and English which the instructors used as guides in diagnosis, grouping and programming.

ABE funding was intended to increase and improve the educational experiences provided to these and other adults incorporated into the Program.

The adoption of a systematic approach to teaching at the onset of the ABE Project, increased awareness on the part of the educational staff for the need to design a program for the development of basic skills required as tools for learning by ABE participants, especially those in the lower levels.

Evaluation of the ABE program at the end of the first year (1971) revealed that 81 per cent of the instructors had in their possession and had used listings of basic skills as guides in programming. Fifty per cent of the instructors in the area of language arts felt that they had to narrow-down to the most precise and relevant the comprehensive list of skills which they had been using. In Science, 50 per cent of the instructors said that they did not have a list of basic concepts nor a description of basic processes and skills for the teaching of science. Seventy-five per cent of the instructors in English felt that skills should

be translated into learning objectives and be narrowed down to the essential. (Informe de evaluación interna, Programa de Adiestramiento, julio, 1972, pp. 31-32.)

A detailed account of efforts made by the staff to provide the best possible program for the ABE clientele in levels 0 to ± 4 is presented in the Second Report, August, 1973, pp. 22-30. Continued concern is evident in periodic reports. (Report for the months of August, September and October, 1973, pp. 8-10; Report for the months of November, December, 1973 and January, 1974, p. 8, and pp. 12-14.)

c. To acquire and/or prepare educational materials to facilitate the development of the educational program.

A listing of materials acquired for ABE participants, levels 0 to ± 4, would be too long to include in this report. Inventories of all purchased materials are kept at the Central Office of the Career Centers Program, as well as listings of materials obtained from the ABE Division of the Department of Education. An examination of the lists of acquired and prepared materials submitted by the training centers reveals that a great number and variety of materials were acquired and prepared. Such

materials include textbooks, workbooks, practice excercises, diagnostic and evaluation instruments, pamphlets, manuals, guides, etc.

Materials prepared by the Project include: (1) a reading program (Project Alpha) based on students' identified needs and interests (Second Report, August, 1973, pp. 23-25; Appendix II, Second Report) (2) Interdisciplinary units produced by ABE and Head Start educational personnel (Report on the use of an interdisciplinary approach to planning and teaching in the Adult Basic Education Project of the Career Centers Program... February, 1973, p. 4.) (3) Science materials based on topics of interest identified by adults (Quarterly Report - August - October, 1973, pp. 9-10; and Appendix II, pp. 13-14.); (Quarterly Report - November, December, 1973 - January, 1974, pp. 13-14.) (4) Mathematics (Students' Manuals and Teacher Guides) (Quarterly Report - August - October, 1973, p. 9.) (Quarterly Report - November - December, 1973 - January, 1974, p. 13.) (5) English (Cycle I) (Second Report, August, 1973, pp. 26-27.)*

*Copies of all these materials (Alpha, Science, Mathematics and English will be sent under separate cover to ABE, O.E, Washington, D.C.

2. To provide an educational program to develop knowledges and skills basic to academic advancement for adults ranging in grade level from 5 to ± 12°.

   a. To assess students' needs in knowledges and skills in the different academic areas (Spanish, English, Mathematics and Science.)

Once the students had reached the fourth grade level and became independent readers their main educational concern is advancement in grade placement and attainment of the G.E.D. Therefore, their needs were assessed and their programs developed, accordingly.

A total of 957 students ranging in grade level from 5 to ± 12° were served by the Project. Their academic needs were assessed thru diagnostic tests, interviews and other means. (Appendix 4)

The supportive services component worked hand in hand with the instructional staff in this phase of needs assessment. (Estudio Exploratorio en los Servicios de Consejería y Trabajo Social ... Febrero, 1973, pp. 15-17)

b. To design a program of learning activities to develop knowledges and skills essential to academic progress by adult students classified in these grade levels.

Once the needs of these 957 students were assessed, they were grouped for instruction in grades 5 - 12. Instruction was provided to all of these students, the majority of whom were able to take placement tests given by the Department of Education, including the G.E.D. (Appendix 4) Thirty-three were able to perform successfully in all areas of the ninth-grade examination and 42 in all areas of the twelfth-grade examination; thus reaching educational landmarks. Others were able to advance in grade placement from one to three or more grades. (Appendix 4) (Graph 2)

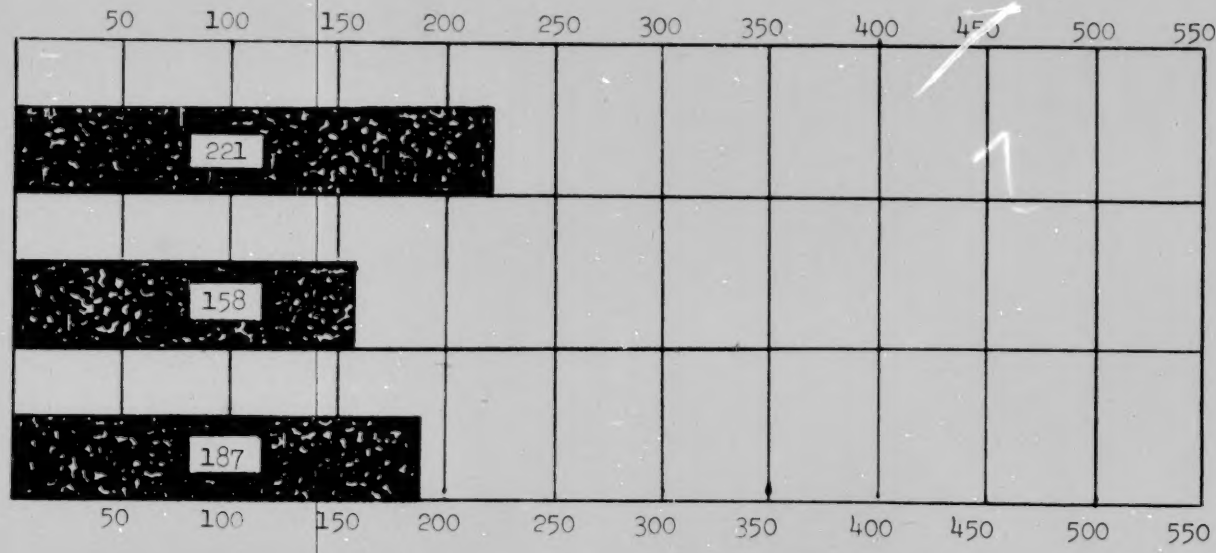
c. To acquire and/or develop materials to facilitate development of knowledges and skills in these levels.

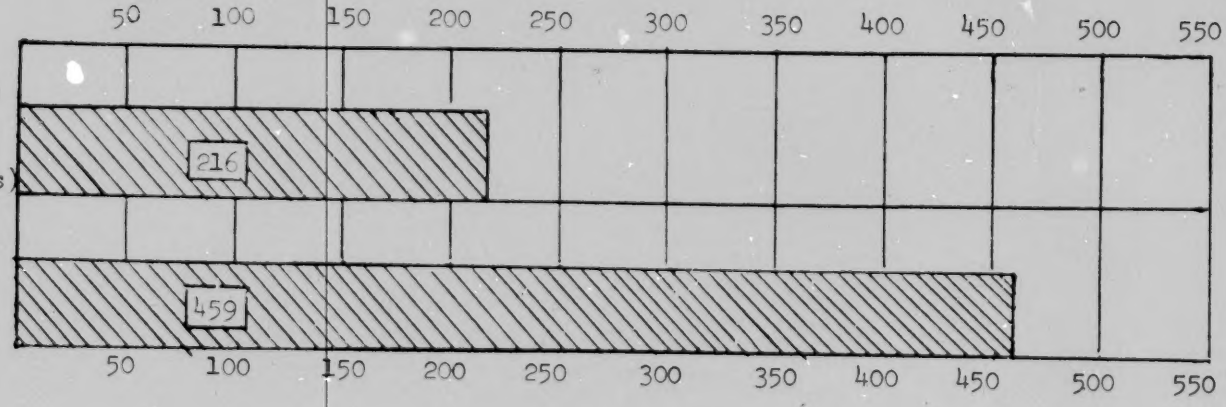
Since efforts were to be oriented toward preparing adults in these levels for advancement in grade placement, most of the materials used were those produced by the Department of Education for the adult basic and the regular programs. Lists of these materials are contained in

Graph 2



Allocation of ABE Population according to Department of Education Placement Test
-Average attendance 24 days



inventories kept at the Central Office of the Career Centers Program.

Materials prepared in Science and Mathematics by the ABE Project were designed for students who might have advanced as far as the sixth in grade placement. (Quarterly Report, August - October, 1973, p. 9) (Quarterly Report, November - December, 1973 thru January, 1974, pp. 13-14.) Cycles II and III of the English materials were based on students' identified needs (grades 5 to ± 12) and developed accordingly. In the Second Report, August, 1973, p. 27, reference is made to agreement by the English teachers to work on a "program for three different levels".*

3. To focus on language arts skills identified as basic to learning in all areas, when developing educational materials for any given level.

   a. To identify language arts skills which are basic to learning in any given area.

Importance of language arts skills as basic learning tools was recognized as a guiding factor in curriculum

*Copies of these materials (Mathematics, English and Science) will be sent under separate cover to ABE, O.E., Washington, D.C.

development by the ABE staff from the beginning stages of the Project. Original specific objectives were revised to include focusing on Language Arts as the core of the curriculum (First Annual Report, FY 1971, p. 7). Language arts skills, basic to learning in any area had been identified by the educational staff, and a list containing 42 such skills had been developed during the first program year. (Appendix 2, First Annual Report, FY 1971) As orientation of the staff continued and their commitments with the development of language arts skills through teaching of the different subjects was re-examined, the original list was narrowed down to ten. (Appendix 20) (Second Report, August, 1973, pp. 17-18, page 21 and page 23)

b. To incorporate such skills into educational materials which are developed

It was understood and accepted by the staff that materials produced would provide for the development of such skills, and that teaching of content in the subject matters would serve to promote such development.

Project Alpha, being a reading program stresses all of the language arts skills necessary to develop independence

as a reader (description on pp. 23-24, Second Report, August, 1973.)

Materials developed in Science and Mathematics include the reinforcement of basic Language Arts among their objectives. (Second Report, August, 1973, pp. 27-28)

Materials developed in English provide for the development of Language Arts skills in the use of English as a second language.*

4. To provide for the planning and evaluation of educational materials produced by or used on an experimental basis in the ABE Project.

a. To prepare a plan for the development of such materials.

Evidence exists to this effect. (Second Report, August, 1973, Appendix II - Plan for the production, implementation and evaluation of a reading program for illiterate adults...) (Plan for the development of curricular materials in areas other than Language Arts available on file in the Central Office, CCP) (Indroduction to the materials produced in English)

*Copies of all of these materials will be sent under separate cover to ABE, O.E., Washington, D.C.

b. To prepare such materials according to plan.

Examination of these materials reveal that efforts were made to follow the plan consistently and systematically. Inquests were made among the students to determine their main interests (Memo of December 7, 1972 from the research specialist to the Project Director). Work groups were organized, the services of specialists were contracted to serve as consultants and/or producers, and the materials were developed. (Second Report, August, 1973 - Appendix IV, p. 2)

c. To prepare a plan for the evaluation of materials.

Well-developed evaluation plans exist for Project Alpha (Second Report, August, 1973, Appendix V - Synthesis of the Evaluation Plan for the ABE Reading Program...), and also for other materials (Quarterly Report, August - October, 1973, pp. 15-16)

d. To evaluate materials used in different areas of the Project.

Materials produced contain provisions for evaluation as measured by students' achievements and students'

reactions; as well as by the reactions of the teaching staff. (Appendices 9-14) (Notations on manuals by the instructors)

Records on the use of ITA as a means to teach English as a second language to ABE participants appear in a special report. (Second Report, August, 1973, Appendix III)

Area D: Staff Development

1. To provide for in-service training of staff in different aspects of program planning, implementation, evaluation and revision, necessary to understand and carry out ABE commitments.

a. To provide orientation to educational and supportive services staff on the Career Centers Program and the ABE Project commitments, and to introduce them to a systematic method of program planning, implementation, evaluation and revision.

In-service training of staff is a basic ingredient in any educational program. Understanding of program goals is basic to commitment on the part of the staff, and such commitment is the foundation for goals attainment.

ABE staff were faced with some program constraints that had to be given special consideration if the program was to be successful. Participants' attendance was limited to one day a week. There was a wide range in grade level (from 0 to ± 12), and a wide range in age (from 16 - 60). There were numerous areas to be covered with each student. In the case of Head Start employees time had to be distributed between academic and occupational skills. The staff number was numerically small and the complexity of the educational program great, due more to the great diversity in the population's attributes than to teacher-student ratio. (First Annual Report, FY 1971, pp. 10-11)

A way had to be found by which student programming and staff development could proceed simultaneously with the greatest possible expediency. After much staff interchange it was agreed that the key was in systematic planning, both at instructional and staff development levels. (First Annual Report, FY 197, pp. 11-15 and 17-19) (First Annual Report, Appendix 4 - Staff Development Plan (5 pages)

Orientation on program goals, and systematic programming were established as primary objectives in staff development from the onset of the Project, and retained their priority throughout the second program year (Second Report, August, 1973, pp. 15-16), and even into the third year (Quarterly Report, August - October, 1973, page 7)

Numerous training activities were carried out, originating at Central Office and/or Training Centers level, for participants from both ABE and Head Start components with the assistance of internal and external resources, the latter proceeding from a variety of agencies such as HEW - Region 2, Puerto Rico, State Department of Education, Health Department, Catholic University, etc. (Appendix 8 )

b. To evaluate the staff's understanding of, and commitment to the systematic approach to programming.

Among the general objectives of the Staff Development Program it is stated "to design and implement a staff development program which contains suggested activities for staff in-service training, follow up and evaluation." (First Annual Report, FY 1971, p. 18)

During the months of May - July, 1972 an internal evaluation of the program (Career Centers and ABE) was carried out. Its general purpose as stated was: "to determine the degree of understanding that the instructors, occupational and academic, have about the content and sequence of the instructional system which has been adopted". (Informe en torno a la evaluación interna del sistema adoptado para adiestrar en destrezas ocupacionales y en educación básica..., Julio, 1972, p. 5) A translated summary of this report is contained on pages 20-23 of the First Annual Report, FY 1971.

Evaluation of this important aspect of the Project continued throughout its duration (Second Report, August, 1973, page 38), (Quarterly Report, August - October 1973, pp. 7-8), (Quarterly Report, November - December, 1973 to January, 1974, pp. 10-12) A wide variety of activities which included interviews, conferences, observation and follow up visits, etc. were carried out by supervisory personnel from the Central Office and the Training Centers (Appendix 16).

An inquest made among 26 members of the instructional staff in relation to the systematic approach, revealed that 16 were not familiar with this approach before teaching in ABE, 25 used this approach in planning and instruction with ABE participants. All 26 respondents felt that this approach was very useful for individualization of instruction, and the majority found it fairly easy to follow. (Appendices 12)

c. <u>To provide orientation to educational and supportive services staff on language arts skills as basic learning tools in all program areas.</u>

Revised objectives for ABE at the end of the first program year included focusing on language arts as the unifying element in the curriculum. (First Annual Report, FY 1971, p. 7) The need for orientation of staff on this particular aspect of the educational

program was evident from the beginning, and persisted throughout the first and second years. (First Annual Report, FY 1973, p. 26), (First Annual Report, pp. 4-5 of Appendix 4), (Second Report, August, 1973, pp. 17-18)

Provisions were made to give this orientation. The services of outstanding specialists were contracted and a series of activities in which staff members from all the three components of the training program participated, were developed. (Appendices 18, 19) (Second Report, August, 1973, pp. 17-18)

Orientation for teachers was also incorporated into educational materials produced. (Second Report, August, 1973, Appendix II, pp. 2 and 4) For example, Project Alpha is not just a reading program. It contains a component of teacher orientation that proposes to help the teachers, who are not reading specialists, develop the necessary professional competencies for the teaching of reading. (Second Report, August, 1973, Appendix II, p. 2)

d. To provide orientation on group dynamics and interpersonal relations to the educational and supportive services staff as a means to facilitate effective interaction among themselves and with the students.

Commitment to team planning and decision making as well as the interdisciplinary approach adopted by the ABE Project, required that members of the staff adopt working procedures and develop behavioral skills which are essential for this type of performance. Group interaction had to be not only feasible, but highly effective. So in-service staff development included orientation and training in human relations and organizational development. (Second Report, August, 1973, pp. 16-17)

A series of activities in which members from all three components of the training program (educational, supportive, and occupational) participated were carried out under the guidance of well-trained specialists: (Appendices 21, 22)

An inquest made among 23 staff members revealed that 14 had participated in such activities dealing with topics like group dynamics, interpersonal relations, case studies, etc. These 14 persons said that participation had helped them to improve their relationships, and felt that this type of orientation and training helps people to understand themselves better. (Appendix 22)

Area E: Student Participation

1. To provide for student participation in different aspects of the educational program.

a. To assess students' needs and interests for planning

educational activities and developing educational materials.

The concept of student participation is explicit in different instances as records of program development are examined. It is stated among the priorities for FY 1972. (Second Report, August, 1973, p. 9)

The idea of having the educational program as well as curriculum development based on students' assessed needs and interests is recurrent throughout the duration of the project and can be found either explicit or implicit in different documents. (First Annual Report, FY 1971, p. 8), (Second Report, August, 1973, p. 9, and pp. 31-33), (Quarterly Report, August - October, 1973, p. 9, pp. 11-12 and Appendix A), (Quarterly Report, November - December, 1973 - January, 1974, pp. 2-3, p. 9), (Informe de evaluación interna del sistema adoptado para adiestrar en destrezas ocupacionales y en educación básica..., julio, 1972, p. 33, p. 48)

Information gathered from the training centers reveal that students' needs were assessed, learning objectives specified accordingly, and learning activities programmed at different level (general, group, individual, and independent study) (Appendix 17) Educational personnel and the supportive services staff collaborated in assessing students' needs and making provisions to meet them. (Appendix 4 )

An examination of plans for curriculum development and implementation thereof, gives further evidence of responses to this objective. (References for curriculum development, Area C)

b and d To provide opportunities for the students to participate in the implementation and evaluation of the educational program.

Objectives b and d may be considered jointly since they deal with two phases of programming which are closely related. The best accounts of student participation are found in the Second Report, August, 1973, pp. 31-34. (Illustration of "daily units" at work are found on pp. 30 and 34 of this report, and in the Quarterly Report for the months of November, December, 1973 - January, 1974, p. 9.)

Inquests were made among the students during program years 1972-73, and 1973-74 to get their opinions on such aspects as: subjects which they enjoyed the most or the least; usefullness of classes and their applicability in the areas of work, home, personal life; degree of individual help, and reinforcement received, etc. (Appendix 11 )

The students' reactions to the reading program (Project Alpha) were gathered through questionnaires answered by 64 participants during program years 1972-73 and 1973-74. Sixty-six per cent answered

that the topics in the reading were directly related to their jobs. Thirty-seven out of 64 answered that Language Arts was the class that they liked best. Over 80 per cent considered that the topics were related to their family lives. Nearly 97 per cent felt that the program had helped them develop reading skills and 63 out of 64 answered that the tests used to measure their progress were adequate. (Appendix 10)

A questionnaire submitted to 34 students in relation to the materials prepared in Mathematics, reveals among other things that: Nearly one third were able to use the three manuals, thirty-one felt that the topics and situations presented in the manuals were related to their work, thirty-two were of the opinion that these materials facilitate learning in Mathematics. (Appendix 9 )

In the evaluation of the Program made during the later part of program year 1971, students' opinions were gathered through a series of questionnaires, and an analysis was made. (Informe en torno a la evaluación interna del sistema adoptado..., julio, 1972, pp. 60-80)

c. <u>To provide opportunities for the students to interact in social and cultural activities</u>.

Although no official records are kept of such activities, some references are made to them in some of the reports examined. (Quarterly Report, August - October, 1973, p. 6), (Quarterly Report, November -

December, 1973 - January, 1974, p. 9) A large number of photographs kept at the Central Office give evidence of many of these types of activities.

d. To provide opportunities for students to participante in orientation activities in group dynamics and human relations.

No official records are kept of such activities, but in the inquest made among 23 staff members who had participated in activities of this type, there are three questions that have to do with student participation. Fifteen respondents answered that they had participated in such activites together with students. Sixteen answered that there had been activities of this type for students, and they felt that the students had been helped to improve their interpersonal relations as a result. (Appendix 22)

III Modifications made to the ABE Project during its duration.

Any proposed educational program undergoes modifications during its implementation even if it is small in scope and short in duration. The ABE Project of the Career Centers Program was planned with some basic general goals, which included the provision of adult basic education to ± 800, educationally disadvantaged Puerto Rican adults. From 60 to 80 per cent of these would be Head Start

paraprofessionals and volunteers. The rest would come from other Human Services Agencies and the communities served by the training centers. This basic objective remained unchanged, until the last program year when a change in Head Start training orientation reduced the number of Head Start participants, and adults from other agencies exceeded those from Head Start. Up to the last year all training activities had been center-based, but when services at the San Juan Center were limited to Head Start educational personnel, ABE moved into the community to continue servicing adults in the lowest educational level through the reading program (Project Alpha). The total population served by the Project was 1,241 adults, thus exceeding the original proposed number by more than 400. General goals also included the provision of better services through interagency funding and coordination. This remained unchanged, with the ABE Project functioning as a part of the Career Centers Program, and the Program operating as one unit for all intents and purposes.

The greatest modifications were made in specific objectives which had to be revised in response to students' needs and programmatic realities.

The original objectives were to sponsor innovations such as:

--individualized instruction

--the use of teacher interns

--the use of i/t/a (initial teaching alphabet for the teaching of English as a second language

While individualized instruction remained an outstanding objective throughout project duration, the use of teacher interns never materialized, and the use of the initial teaching alphabet was discontinued after the first year.* A report on the use of ITA is contained as Appendix III in the Second Report, August, 1973.

Revised Project objectives included:

(1) use of Language Arts as the core of the curriculum

(2) systematization of instruction to facilitate planning and programming

(3) use of an interdisciplinary approach in all levels of program planning, implementation and evaluation (First Annual Report, FY 1971, page 7).

The use of a systematic approach to planning and programming is evident in numerous documents such as Program and Training Centers work plans, plans for curriculum development and evaluation, quarterly and interim annual reports, as well as evaluation plans and reports**

*There are reports on file at the Career Centers Program Central Office that account for this in detail.

**References to all of these documents are made throughout this final report.

The use of language arts skills as the core of the curriculum is stated as a project objective repeatedly. Upon close scrutiny it is evident that the concept and its implementation underwent several changes. During the first year a great deal of time and effort was devoted to production of interdisciplinary units which focused on the development of language arts skills, and were based on occupational content. (There are sample units on file at the CCP Central Office.) A report on this subject, dated February, 1973, explains in detail why these efforts were discontinued. Instead a reading program based on occupational, family, and everyday-life concepts of interest to adults, was developed for levels 0 to 4.

The development of language arts skills and commitment to it on the part of all instructors, apparently persisted. Efforts to identify those skills which can be considered basic to achievement in all subject areas, are evident in lists produced and reexamined at different times. (First Annual Report, FY 1971, Appendix 2.) (Inquest among staff members to identify the 10 most essential skills in a list of 42.)

Once these 10 basic language arts skills identified by the staff as essential tools for learning in any curricular area were selected, they were translated into behavioral objectives and used as guides in the development of curricular materials.*

*Objectives in the Mathematics Students Manuals.
Lists of processes and skills in the Science materials.

Any other modifications made were small and of no significant consequence to program objectives.

IV. Significant difficulties encountered

1. The wide range in grade level of participants, 0 to ± 12° made the areas that had to be covered by the students too numerous.
2. Although the student-teacher ratio on any one day of the week was not large, the groups were so heterogenous, that attending to their individual needs placed heavy demands on the teacher's time and ingenuity.
3. The fact that each student's attendance was limited to one day a week was a handicap, especially in the case of those who had not developed the necessary skills to work independently.
4. Students' orientation toward advancement in grade placement was many times in conflict with program orientation toward the development of essential skills and knowledges (academic and occupational) (Skill-building was a slow, time-consuming process and adults became easily frustrated when they measured their progress in terms of ability to advance in grade level.)

5. The rate of absences was high, especially among those participants who were not accountable to a sponsoring agency.
6. The Project's attempt to deal with many new concepts such as systems approach to programming and teaching, planning and implementation of interdisciplinary instruction, use of the initial teaching alphabet, and individualized instruction required resources beyond the means of the Program.
7. The ABE staff was small, (4 teachers in each training center) and they lacked the necessary experience that understanding and implementation of these sophisticated educational concepts require.
8. The scope and complexity of the program proposed and the lack of experience on the part of the staff, made it necessary to develop a program of staff development which was a project in itself.
9. The number of staff who assumed the responsibilities for staff development, also assumed responsibilities for supervision; this in addition to the regular duties of their positions as Program and Project Directors, Curriculum Coordinator, Evaluation Specialist, and Job Skills Supervisor.

10. Although a large number and variety of materials were available, they did not always respond in structure and content to the specific needs and interests of this particular clientele and to the systematic approach adopted.
11. Selection of content from such a variety of resources for an heterogenous student population requires great skill and much time on the part of the teacher. Absence of these two necessary ingredients often results in random selection and lack of structure and sequence in the curriculum.
12. Production of the Program's own materials in order to overcome the difficulties already mentioned is a costly endeavor in money, time and effort. When use, evaluation and revision of such materials are also attempted, the task can prove to be overwhelming.
13. Intensive formative evaluation of an educational program requires resources beyond the means of this Project.
14. Teacher overturn is a problem in any educational program; it is a crucial one in such a project. The loss of one teacher has tremendous implications in a project of short duration that devotes so much effort to staff development.

V. Outstanding attainments

1. The students served surpassed by over 400 the original proposed number. With a relatively small number of teaching staff (student-teacher ratio of over 100 to 1) a highly heterogenous population was served.

2. A large number of students advanced in grade placement, with an average advance of 2 grades in an average of 24 days of attendance. (Graph 1)

3. The systems approach to programming which was adopted allowed for the program to maintain its structure in spite of modifications made and difficulties encountered. Systematic planning and reporting facilitated program review in the light of program and evaluation objectives.

A large number of human services agencies were served. (Appendix 1 )

Coordination with other agencies for the rendering of services to the student population reached a remarkable level. (Appendix 5 )

The program for staff development was well-planned, and consistent throughout the duration of the Project.

A high degree of cohesiveness and commonality of purpose among Career Centers Program personnel (Head Start and ABE) facilitated team planning and decision making.

Achievements in the way of production of educational materials merit special attention. Project Alpha the reading program developed entirely by the ABE Project is a serious undertaking in terms of structure

and content. Considering the time and effort that production of such a program requires, it is indeed remarkable that it be produced by a project whose commitment was with instruction and not with curriculum production.

Curriculum developed for the teaching of Mathematics in what would be grade levels 3 to 6, consists of a series of Student Manuals. It is well-structured and quite comprehensive in relation to mathematical skills for those levels.

The Science materials may lack the structure of those previously mentioned, but they are also very interesting. They give a sense of fluidity which is characteristic of curriculum which emerges in response to students' needs.

Materials for the teaching of English (Cycles I - III) were designed systematically. They are unquestionable evidence of dedication and commitment on the part of the teachers who produced them.

## VI. Comments and suggestions

A demonstration project should not be so large in scope. Review of the ABE Project leaves the impression of lacking delimitation. Too much was attempted, which is probably why so much was accomplished. Still, one can not help but feel that there are loose ends which could have been prevented if the scope of the Project had been more limited.

The average degree of advancement in grade placement reached in such a short time (an average of 24 days of attendance) by such a large number of students may be indicative of the fact that educational programs for adults should not be extended over long periods of time. With concentrated efforts of students and staff adults can advance rapidly in levels of achievement required for progress in grade placement.

Demonstration projects should have different phases of development, including a first phase devoted to recruitment and intensive training of staff so that they may develop the necessary competencies for program implementation.

Materials prepared by one Project should be field tested by others which are organized later. Planning, implementation, evaluation, and revision of curriculum which are the four phases of the complete cycle require more time than is generally available in programs of fixed duration.

AEE Population: Head Start employees and Volunteers, other Human Services Agencies, Unemployed and Underemployed Community Residents

| Sources | Caguas | San Juan | Aguadilla |
|---|---|---|---|
| Unemployed | 201 | 35 | 56 |
| Volunteers | 53 | 74 | 83 |
| Vocational Rehabilitation | 1 | 0 | 29 |
| Youth Corps | 5 | 0 | 6 |
| VESPRA | 0 | 0 | 3 |
| Legal Services | 1 | 0 | 2 |
| Public Works | 0 | 0 | 1 |
| Social Services | 3 | 0 | 3 |
| Public Service | 0 | 2 | 0 |
| U.P.R. - Río Piedras | 0 | 33 | 0 |
| U.P.R. - Cayey | 3 | 0 | 0 |
| Caguas Municipality | 15 | 0 | 0 |
| Housing and Urban Renewal Corp. | 3 | 0 | 0 |
| U.P.R. - Humacao | 3 | 0 | 0 |
| Department of Health | 2 | 0 | 0 |
| Public Health Corporation | 0 | 0 | 0 |
| New Careers | 11 | 0 | 0 |
| Seniors Citizen Center | 1 | 0 | 0 |
| Department of Labor | 2 | 0 | 0 |
| Head Start | 49 | 218 | 163 |
| Drug Free | 3 | 0 | 1 |
| Work Experiences | 9 | 0 | 10 |
| Community | 32 | 49 | 76 |
| Total | 397 | 411 | 433 |
| | | | |

Appendix II

Educational and Employment Progress of Participants from Human Services Agencies and Community Residents

| Agencies other than Head Start | No. | Average attendance in days | Average level of schooling at | | Educational progress | Continued Studies | Employed when enrolled | | Employed after leaving center | | Progress in employment |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Entrance | Leaving | | | Yes | No | Yes | No | |
| Community residents | 35 | 21 days | 10 | 11 | 1 | 13 | 7 | 28 | 24 | 11 | 16 |
| Vocational Rehabilitation | 6 | 29 days | 7 | 9 | 2 | 4 | 0 | 6 | 3 | 3 | 3 |
| Public Services | 1 | 33 days | 3 | 6 | 3 | 1 | 1 | 0 | 1 | 0 | 1 |
| Job Corps | 1 | 17 days | 9 | 12 | 2 | 0 | 0 | 1 | 1 | 0 | 1 |
| Municipality Caguas | 4 | 53 days | 10 | 11 | 1 | 2 | 4 | 0 | 4 | 0 | 4 |
| New Career | 1 | 4 days | 9 | 12 | 3 | 0 | 1 | 0 | 1 | 0 | 1 |
| Work Experiences | 1 | 17 days | 10 | 12 | 2 | 0 | 1 | 0 | 1 | 0 | 1 |
| Janitors | 2 | 23 days | 5 | 6 | 1 | 2 | 2 | 0 | 2 | 0 | |
| U.P.R. | 9 | 38 days | 9 | 11 | 2 | 4 | 7 | 2 | 9 | 0 | 9 |
| TOTALS | 60 | 235 | 72 | 90 | 17 | 26 | 23 | 37 | 46 | 14 | 36 |
| Average or Percentage | 7 | 26 | 8 | 10 | 2 | 43% | 38% | 62% | 77% | 23% | 60% |

Appendix III

CAREER CENTERS PROGRAM
DIVISION OF EXTENSION AND CONTINUED EDUCATION
UNIVERSITY OF PUERTO RICO
RIO PIEDRAS, PUERTO RICO

Expansion of services with ABE and combined funds

| Year | Head Start Existing Facilities previous to ABE funding | Cost | ABE Additional Facilities | Cost | Personnel previous to ABE funding | Cost | Additional Personnel after ABE funding | Cost | Agencies and number of participants served | Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| 1971-72 | Physical facilities | 8,400.00 | Annex | 1,800.00 | Central Office and Centers | 161,214.02 | Central Office and Centers | 161,720.42 | 437 | 11,890.25 |
| | Equipment | 54,933.93 | Office and educational equipment | 19,374.41 | | | | | | |
| 1972-73 | Physical facilities | 13,526.00 | Annex | 1,800.00 | Central Office and Centers | 144,308.70 | Central Office and Centers | 396,685.25 | 495 | 17,611.75 |
| | Equipment | 4,442.02 | Equipment | 713.15 | | | | | | |
| 1973-74 | Physical facilities | 6,666.88 | | | Central Office and Centers | 90,919.00 | Central Office and Centers | 85,708.00 | 338 | 4,377.45 |

Additional Services rendered with Combined of ABE Money

| Year | Head Start Existing Facilities previous to ABE funding | Cost | ABE Additional Facilities | Cost | Existing original personnel | Cost | Additional personnel | Cost | Number of participants served | Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| 1971-72 | Local - provided by University of Puerto Rico | | | | Director | 15,710.00 | Director | 12,375.00 | | |
| | | | | | Curriculum Coordinator | 6,348.99 | Research Specialist | 6,272.00 | | |
| | | | | | Supervisor | 11,088.00 | Accountant | 6,000.00 | | |
| | | | | | Evaluator | 11,088.00 | Curriculum Technician | 10,288.00 | | |
| | | | | | Administrative Official | 7,282.50 | Executive Secretary | 4,200.00 | | |
| | | | | | Accountant | 7,200.00 | Secretary | 3,295.00 | | |
| | | | | | | | | 42,430.68 | | |
| | | | | | Executive Secretary | 3,951.61 | | | | |
| | | | | | Secretary | 3,459.23 | | | | |
| | | | | | Recepcionist | 3,250.00 | | | | |
| | | | | | Secretary | 1,972.00 | | | | |
| | | | | | Consultant | 5,400.00 | | | | |
| | | | | | Janitor | 3,120.00 | | | | |
| | | | | | | 79,870.33 | | | | |
| | Local - San Juan Center at Eleanor Roosevelt 206 | 8,400.00 | Annex to San Juan Center | 1,800.00 | Center Director | 10,111.94 | Instructors (5) | 32,654.20 | 188 students | 5,936.90 |

Additional Services rendered with Combined of ABE Money (Continued)

| Year | Head Start Existing Facilities previous to ABE funding | Cost | ABE Additional Facilities | Cost | Existing original personnel | Cost | Additional personnel | Cost | Number of participants served | Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Counselor | 6,884.22 | Executive Secretary | 4,000.00 | | |
| | | | | | Social Worker | 7,547.42 | Janitor | 2,542.00 | | |
| | | | | | Instructors | 32,374.90 | | | | |
| | | | | | Accountant | 5,437.50 | | 39,196.20 | | |
| | | | | | Coordinator | 7,560.00 | | | | |
| | | | | | Secretaries (2) | 6,207.71 | | | | |
| | | | | | Demonstration Center Personnel | 2,100.00 | | | | |
| | | | | | Janitor | 3,120.00 | | | | |
| | | | | | | 81,343.69 | | | | |
| | Aguadilla Center | | | | | | Center Director | 7,887.10 | 136 students | 592.50 |
| | | | | | | | Instructors (4) | 22,814.00 | | |
| | | | | | | | Janitor | 2,547.00 | | |
| | | | | | | | | 33,248.10 | | |

Additional Services rendered with Combined of ABE Money (Continued)

| Year | Head Start Existing Facilities previous to ABE funding | Cost | ABE Additional Facilities | Cost | Existing original personnel | Cost | Additional personnel | Cost | Number of participants served | Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| | Caguas Center | | | | | | Center Director<br>Instructors (4)<br>Executive Secretary<br>Janitor | 7,368.83<br>32,841.61<br>3,800.00<br>2,830.00<br>46,840.44 | 113 students | 5,360.85 |
| | Equipment<br>1968-69<br>1969-70<br>1970-71 | 15,160.35 | Office and educational equipment<br>Central Office | 5,910.46 | | | | | | |
| | San Juan Center | 38,908.33 | Office and educational equipment | 2,588.70 | | | | | | |
| | Aguadilla Center | 865.25 | Office and educational equipment | 3,354.58 | | | | | | |
| | Caguas Center | | Office and educational equipment | 7,520.67 | | | | | | |

Additional Services Rendered with Combined of ABE Money

| Year | Head Start Existing Facilities previous to ABE funding | Cost | ABE Additional Facilities | Cost | Existing original personnel | Cost | Additional personnel | Cost | Number of participants served | Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| 1972-73 | Local - Pilar 58 Río Piedras | 5,000.00 | | | Director | 14,919.67 | Director ABE | 15,708.33 | | |
| | | | | | Supervisor | 10,602.53 | Curriculum Coordinator | 14,020.00 | | |
| | | | | | Evaluator | 11,041.07 | Research Specialist | 10,432.67 | | |
| | | | | | Administrative Officer | 7,507.50 | Secretaries (2) | 8,119.36 | | |
| | | | | | Fiscal Officer | 7,700.00 | Executive Secretary | 6,755.81 | | |
| | | | | | Secretary | 3,474.17 | Accountant | 7,530.00 | | |
| | | | | | Recepcionist | 1,578.67 | Recepcionist | 1,575.00 | | |
| | | | | | Utility man | 3,080.00 | Administrative officer | 1,525.00 | | |
| | | | | | Accountant | 2,805.00 | Curriculum Technician | 3,762.00 | | |
| | | | | | | 62,708.61 | | 69,428.17 | | |
| | Local - San Juan Center | 7,700.00 | Annex to San Juan Center | 1,800.00 | Center Director | 11,083.00 | Instructors (5) | 36,741.37 | 223 students | 4,759.10 |
| | | | | | Coordinator | 7,216.00 | Counselor | 6,079.50 | | |
| | | | | | Social Worker | 6,556.00 | Executive Secretary | 5,440.00 | | |

Additional Services rendered with Combined of ABE Money (Continued)

| Year | Head Start Existing Facilities previous to ABE funding | Cost | ABE Additional Facilities | Cost | Existing original personnel | Cost | Additional personnel | Cost | Number of participants served | Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Social Investigator | 6,286.00 | Janitor | 3,853.00 | | |
| | | | | | Instructors (3) | 21,244.14 | | | | |
| | | | | | Secretaries (2) | 6,310.08 | | 52,113.87 | | |
| | | | | | Nurse | 7,983.87 | | | | |
| | | | | | Janitor | 1,776.55 | | | | |
| | | | | | Demonstration Center | 2,401.45 | | | | |
| | | | | | | 70,857.09 | | | | |
| | Local - Aguadilla Center | 826.00 | | | Paid by Head Start (Catholic University) | 10,743.00 | Center Director | 10,200.00 | 162 students | 5,843.55 |
| | | | | | | | Instructors (5) | 35,655.61 | | |
| | | | | | | | Social Worker | 9,555.00 | | |
| | | | | | | | Executive Secretary | 4,140.00 | | |
| | | | | | | | Secretary | 2,250.00 | | |
| | | | | | | | | 61,800.61 | | |

Additional Services rendered with Combined of ABE Money (Continued)

| Year | Head Start Existing Facilities previous to ABE funding | Cost | ABE Additional Facilities | Cost | Existing original personnel | Cost | Additional personnel | Cost | Number of participants served | Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| | Local - Caguas Center<br><br>Equipment<br>San Juan | 4,442.02 | Equipment | 718.25 | | | Not additional personnel | 69,033.90 | 110 students | 7,009.10 |

Additional Services rendered with Combined of ABE Money

| Year | Head Start Existing Facilities previous to ABE funding | Cost | ABE Additional Facilities | Cost | Existing original personnel | Cost | Additional personnel | Cost | Number of participants served | Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| 1973-74 | Local - Del Pilar 58, Río Piedras | 6,666.88 | | | Director | 16,980.00 | Director ABE | 8,800.00 | 72 students | |
| | | | | | | | Mathematics | | | |
| | | | | | Supervisor | 12,870.00 | Coordinator | 5,560.00 | | |
| | | | | | Evaluator | 2,132.00 | Instructor | 5,440.00 | | |
| | | | | | Fiscal Officer | 8,955.00 | Accountant | 5,040.00 | | |
| | | | | | Executive | | Executive | | | |
| | | | | | Secretary | 6,480.00 | Secretary | 3,880.00 | | |
| | | | | | Secretary | 4,590.00 | Secretary | 3,160.00 | | |
| | | | | | Recepcionist | 4,230.00 | | | | |
| | | | | | Utility man | 4,170.00 | | 31,880.00 | | |
| | | | | | Janitor | 4,024.50 | | | | |
| | | | | | | 64,431.50 | | | | |
| | | | | | | | Center | | | |
| | Caguas Center | | | | Instructor | 5,280.00 | Director | 7,560.00 | 148 students | 3,252.05 |
| | | | | | Secretary | 1,200.00 | Instructors (3) | 15,216.00 | | |
| | | | | | Secretary | 1,400.00 | Secretary and | | | |
| | | | | | | | English | | | |
| | | | | | | 7,880.00 | Instructor | 4,400.00 | | |
| | | | | | | | Secretary | 1,300.00 | | |
| | | | | | | | Janitor | 2,720.00 | | |
| | | | | | | | | 31,196.00 | | |

Additional Services rendered with Combined of ABE Money (Continued)

| Year | Head Start Existing Facilities previous to ABE funding | Cost | ABE Additional Facilities | Cost | Existing original personnel | Cost | Additional personnel | Cost | Number of participants served | Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| | Aguadilla Center | | | | Director<br>Secretary<br>Janitor | 10,027.50<br>4,590.00<br>3,990.00 | Coordinator<br>Instructors (3) | 6,280.00<br>16,352.00 | 115 students | 1,125.40 |
| | | | | | | 18,607.50 | | 22,632.00 | | |

Appendix IV

Number and Description of Services and Results

| | | | | | |
|---|---|---|---|---|---|
| 51 | 24 | 22 | 5 | Cero Grade | Student Distribution by Grade |
| 31 | 22 | 4 | 5 | Grade 1 | |
| 43 | 23 | 8 | 12 | Grade 2 | |
| 72 | 31 | 13 | 28 | Grade 3 | |
| 87 | 33 | 27 | 27 | Grade 4 | |
| 128 | 30 | 68 | 30 | Grade 5 | |
| 139 | 36 | 51 | 52 | Grade 6 | |
| 114 | 33 | 51 | 30 | Grade 7 | |
| 174 | 58 | 57 | 59 | Grade 8 | |
| 189 | 52 | 57 | 80 | Grade 9 | |
| 99 | 20 | 30 | 49 | Grade 10 | |
| 103 | 35 | 36 | 32 | Grade 11 | |
| 11 | 0 | 9 | 2 | Grade 12 | |
| 1,241 | 397 | 433 | 411 | Diagnossis | Educational Services |
| 1,241 | 397 | 433 | 411 | Instruction | |
| 484 | 156 | 166 | 162 | Placement Test | |
| 298 | 87 | 68 | 143 | G.E.D. | |
| 216 | 76 | 97 | 43 | No progress | |
| 221 | 68 | 61 | 92 | One Grade | Results |
| 158 | 47 | 38 | 73 | Two Grades | |
| 187 | 52 | 38 | 97 | Three or more Grades | |
| 149 | 33 | 73 | 43 | Ninth Grade Diploma | |
| 205 | 42 | 49 | 114 | (G.E.D.) | |
| 3,094 | 559 | 1,135 | 1,400 | Interviews | |
| 711 | 203 | 183 | 325 | Coordination with Agencies | Supportive Services |
| 696 | 46 | 25 | 625 | Referrals | |
| 782 | 221 | 61 | 500 | Follow up | |
| 780 | 300 | 46 | 434 | Evaluation | |
| 1,600 | 0 | 0 | 1,600 | Health Services | |
| 550 | 122 | 3 | 425 | Medical Examination | |
| 243 | 39 | 4 | 200 | Eye Glasses | |
| 185 | 43 | 17 | 125 | Psychiatric Examination | |
| 153 | 23 | 30 | 100 | Medical Treatment | |

Appendix V

Coordination activities with agencies for provision of services to ABE participants

| Agency | Students served | | | Total |
|---|---|---|---|---|
| | Aguadilla | Caguas | San Juan | |
| Vocational Rehabilitation | 386 | | | 386 |
| Public Works | 4 | | | 4 |
| Youth Corps | 30 | | | 30 |
| VESPRA | 8 | | | 8 |
| Legal Services | 6 | | 205 | 211 |
| Head Start | 1675 | 118 | | 1793 |
| Housing & Urban Renewal Corporation | 418 | | 10 | 428 |
| Health Department | | 168 | 397 | 565 |
| Labor Department | | 27 | 5 | 32 |
| Education Department | | 328 | 935 | 1263 |
| Caguas Municipality | | 19 | | 19 |
| Public Service | | 18 | | 18 |
| Puerto Rico Junior College | | 2 | | 2 |
| U.P.R. - Cayey | | 11 | | 11 |
| College Board | | 5 | | 5 |
| Mental Health | | | 417 | 417 |
| School of Medicine | | | 306 | 306 |
| Hospital of Mental Health | | | 10 | 10 |
| Community Education Division (D.E.) | | | 424 | 424 |
| Center for the Rehabilitation of Alcoholics (Antillas Clinic) | | | 324 | 324 |
| Agricultural Extension Division | | | 240 | 240 |
| Cytological Center | | | 190 | 190 |
| Public Welfare | | | 15 | 15 |
| Society for the prevention of T.B. | | | 40 | 40 |
| U.P.R. - Río Piedras | | | 80 | 80 |
| Home Institute | | | 25 | 25 |
| Presbyterian Center | | | 50 | 50 |
| Grand Total | | | | 6896 |

Appendix VII

Coordination with agencies

| Sponsoring Agency | Services | Number of participants |
|---|---|---|
| Caguas Municipal Government September - October, 1973 | Physical facilities for the relocation of ABE component. | 282 |
| Corporation of Housing and Urban Renewal (CRUV) | Physical facilities for the location of Aguadilla Center and Caguas Center (1st. year) | 251 |
| Department of Services Against Drug Addiction | Written materials and advices for the preparation of Science Curriculum and Project ALFA. | 1,241 |
| Department of Education | Application and correction of placement and G.E.D. tests. | 786 |
| A.A.A. - Alcholic Anonymous | Materials for Science Units and for Proyect ALFA. | 1,106 |
| CREA | Materials and ideas for ALFA and Science Curriculum. | 1,106 |
| State Insurance Fund | Ideas and written materials related to the reporting of injuries and asking for benefits. | 1,106 |
| Ramey Air Base | Desk, chairs, cabinets and other equipment needed to establish Aguadilla's Center. | 433 |

Coordination with agencies (continuted)

| Sponsoring Agency | Services | Number of participants |
|---|---|---|
| Public Health Corporation Head Start Delegate Agency | Tables, blackboards and transportation of equipment from Ramey Air Base to Center | 433 |
| Aguadilla Municipal Government | Transportation of equipment and materials from Ponce Center to Aguadilla Center. | 433 |
| Department of Education Caguas Mayor | Continue the operation of Caguas Center | |

Appendix VIII

Training Sessions on The Systematic approach offered to Personnel

| Date | Theme | Form | Duration | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| 1971-72 | | Workshop | 27 | 73 | ABE and Head Start | Internal-22<br>External- 5 | Central Office<br>U.P.R.<br>Dept. of Education<br>Catholic University | |
| | | Lecture | 25 | 114 | ABE and Head Start | Internal-16<br>External- 9 | Central Office<br>U.P.R.<br>Health Dept.<br>San Carlos College | |
| | | Seminar | 4 | 4 | ABE and Head Start | External- 4 | U.P.R. | |
| | | Laboratory | 1 | 6 | ABE and Head Start | Internal -1 | Central Office | |
| | | Orientation | 3 | 36 | ABE and Head Start | Internal- 2<br>External- 1 | Central Office<br>Dept. of Education | |
| | | Follow up | 3 | 30 | ABE and Head Start | Internal- 3 | Center | |
| | | Observation | 3 | 36 | ABE and Head Start | Internal- 3 | Center | |

| Date | Theme | Form | Duration | Number of participants | Component | Resource | Origin | Observation |
|---|---|---|---|---|---|---|---|---|
| | | Evaluation | 3 | 42 | ABE and Head Start | Internal-3 | Center | |
| | | Interview | 3 | 3 | ABE and Head Start | Internal-3 | Center | |
| | | Meeting | 3 | 8 | ABE and Head Start | Internal-3 | Center | |
| | | Lecture & Workshop | 6 | 35 | ABE and Head Start | Internal-6 | Central Office | |
| | | Laboratory, Workshop & Lecture | 3 | 7 | ABE and Head Start | Internal-7 | Center | |
| 1972-73 | | Workshop | 152 | 88 | ABE and Head Start | Internal-11<br>External-142 | Central Office<br>U.P.R.<br>Washington Región #2 | |
| | | Lecture | 16 | 38 | ABE and Head Start | Internal- 4<br>External-12 | Central Office<br>U.P.R. | |
| | | Meeting | 5 | 20 | ABE and Head Start | Internal- 5 | Central Office | |

| Date | Theme | Form | Duration | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| | | Orientation | 3 | 36 | ABE and Head Start | Internal- 2 External- 1 | Central Office Dept. of Education | |
| | | Follow up | 2 | 30 | ABE and Head Start | Internal- 2 | Center | |
| | | Observation | 3 | 36 | ABE and Head Start | Internal- 3 | Center | |
| | | Evaluation | 4 | 42 | ABE and Head Start | Internal- 4 | Center | |
| 1973-74 | | Workshop | 14 | 48 | ABE and Head Start | Internal-10 External- 4 | Central Office U.P.R. New York | |
| | | Lecture | 3 | 7 | ABE and Head Start | External- 3 | U.P.R. Dept. of Education | |
| | | Interview | 2 | 2 | ABE and Head Start | Internal- 2 | Center | |
| | | Meeting | 1 | 2 | ABE and Head Start | Internal- 1 | Center | |
| | | Lecture & Laboratory | 13 | 21 | ABE and Head Start | External-13 | U.P.R. | |

Appendix VIIIa

Training Session Related to Interdisciplinary Approach Offered to Personnel

| Date | Theme | Form | Total | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| 1971 Aug. 30 | Interdisciplinary focus in teaching | Conference | 1 | 27 | | Rebecca Andrade | Central Office | |
| Aug. 31 | Use of supportive service in an interdisciplinary focus in teaching | Case study | 1 | 27 | ABE Ocup. Supp. Service | Dorcas Surillo Ada Aponte Dolores Pérez | Central Office | |
| Sept. 1 | Writing operational objectives | Workshop | 1 | 27 | ABE Ocup. Supp. Serv. | Dorcas Surillo | Central Office | |
| Sept. 2 | How to develop a work plan as a team | Workshop | | 27 | | Dorcas Surillo Dolores Pérez Angel Hernández Ada Aponte | Central Office | |
| | Programs goals and objectives | Conference Supervised Reading | 5 | 27 | All Staff members | Evelyn Benet Dorcas Surillo Ada Aponte | Director Career Centers Program | At the initial phase of every program year and when a change in focus was needed or indicated. |

| Date | Theme | Form | Total | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| Sept. 2 (Cont.) | Review of personnel functions and tasks | Reading and socialized discussion | 2 | 27 | All staff members | Evelyn Benet<br>Dorcas Surillo | ABE Project Director | |
| | Clarification of criteria for student placement | | | 27 | Administrative | Rebecca Andrade<br>Dorcas Surillo<br>Ada Aponte<br>Evelyn Benet | Central Office | |
| | Curriculum evaluation | | | 27 | All staff members | Gregorio López<br>Dorcas Surillo<br>Ada Aponte<br>Evelyn Benet<br>Centers' directors | | |

Appendix IX

PROGRAMA ADIESTRAMIENTO HEAD START
DIVISION DE EXTENSION
UNIVERSIDAD DE PUERTO RICO
RIO PIEDRAS, PUERTO RICO

Apreciación de los estudiantes con relación
a los materiales de matemática

Centro de adiestramiento 21 estudiantes de Caguas y 11 de Aguadilla

1. ¿Qué manuales de matemática llegaste a usar?

   Números enteros positivos 22

   Números fraccionarios 12

   Números decimales 10

2. ¿Se te estimuló y orientó para poder usar los manuales?

   Sí 32 No 0

3. Si se te orientó, ¿qué cantidad recibiste?

   Mucha 27

   Regular 5

   Poca 0

   Ninguna 0

4. ¿Te sentiste seguro cuando fuiste a usar el manual por primera vez?

   Sí 19 No 13

5. ¿Cuán seguro te sentiste?

   Muy seguro 6 Poco seguro 5

   Bastante seguro 18 Inseguro 3

6. ¿Estaban los temas y situaciones en los manuales relacionados con tu trabajo?

   Sí 31 No 1

7. ¿Cuán relacionados estaban?

   Muy relacionados 17

   Bastante relacionados 14

   Poco relacionados 1

   Ninguna de las anteriores 0

8. ¿Crees que los cuadernos ofrecen dificultad para trabajar en ellos?

   Sí 4 No 28

9. ¿Cuánta dificultad ofrecen?

   Mucha dificultad 2

   Bastante dificultad 1

   Poca dificultad 17

   Ninguna dificultad 12

10. ¿Son apropiadas para medir tu progreso las pruebas que pudiste trabajar en los manuales?

    Sí 32 No 0

11. ¿Crees que las explicaciones ofrecidas en los manuales con fáciles de entender?

    Sí 32 No 0

12. ¿Cuán fáciles de entender?

| | |
|---|---|
| Muy fáciles | 11 |
| Bastante fáciles | 21 |
| Difíciles | 0 |

13. ¿Consideras interesante (s) el manual o los manuales que estudiaste?

Sí 31 No 1

14. ¿Cuán interesante (s)?

| | |
|---|---|
| Muy interesante (s) | 24 |
| Bastante interesante (s) | 7 |
| Poco interesante (s) | 1 |
| Nada interesante (s) | 0 |

15. ¿Crees que los manuales facilitan el aprendizaje de la matemática?

Sí 32 No 0

16. Si lo facilitan, ¿Cuánto?

| | |
|---|---|
| Mucho | 22 |
| Bastante | 10 |
| Poco | 0 |
| Nada | 0 |

17. ¿Recibiste ayuda de la instructora mientras usabas el manual?

Sí 31 No 1

18. ¿Con cuánta frecuencia la recibiste?

| | |
|---|---|
| Frecuentemente | 17 |
| A veces | 10 |
| Pocas veces | 4 |
| Nunca | 1 |

19. ¿Qué tipo de ayuda?

| | |
|---|---|
| Aclarar términos | 25 |
| Interpretar dibujos | 13 |
| Analizar problemas | 22 |
| Práctica adicional | 13 |
| Otros | 9 |

Appendix X

PROGRAMA ADIESTRAMIENTO HEAD START
DIVISION DE EXTENSION
UNIVERSIDAD DE PUERTO RICO
RIO PIEDRAS, PUERTO RICO

Apreciación de los estudiantes participantes en el Proyecto Alfa con relación al uso de los materiales de Artes del Lenguaje

Planilla

1. Centro de adiestramiento General Años 1972 - 73 y 1973 - 74

2. ¿Qué clase te gustó más durante este año?

| | | | |
|---|---|---|---|
| Español | 37 | Matemática | 7 |
| Inglés | 1 | Vocacional | 0 |
| Ciencia | 3 | Todas | 15 |
| | | Ninguna | 1 |

3. ¿Cuál de las clases te gustó menos?

| | | | |
|---|---|---|---|
| Español | 5 | Matemática | 14 |
| Inglés | 15 | Vocacional | 1 |
| Ciencia | 6 | Todas | 0 |
| | | Ninguna | 21 |

4. ¿Diría usted que los temas que se trataron en la clase de español, estaban relacionados con su trabajo?

Sí 42 No 22

4.a. ¿Cuán relacionados?

Muy relacionados 21

Regularmente relacionados 15

Poco relacionados 20

5. ¿Cuánto se le estimuló a usted para que participara en la clase de español?

Mucho 47 Poco 4

Regular 12 Nada 1

6. ¿En qué forma participó usted en la clase de español?

Contestando preguntas y leyendo 34

Leyendo en voz alta 38

Leyendo 37

Escribiendo y leyendo 34

Tarjetas y ejercicios escritos 33

7. ¿Preparó o ayudó usted a preparar materiales para la clase de español?

Sí 28 No 36

7.a. ¿Qué materiales preparó o ayudó a preparar?

Flores 1 Albumes 13

Oraciones 21 Otros 7

Ninguno 16

8. ¿Diría usted que los temas que se trataron en la clase de español, estaban relacionados con su vida familiar?

Sí 53 No 11

8.a. ¿Cuán relacionados?

Muy relacionados 29

Regularmente relacionado 22

Poco relacionado 6

9. ¿Le ayudaron a su progreso en la lectura los ejercicios de práctica que se hicieron en la clase de español?

Sí 62 No 2

10. ¿Qué opina usted de los ejercicios de las pruebas de español que se usaron para determinar su progreso?

10.a. en términos de frecuencia

12 demasiado frecuentes

46 suficientemente frecuentes

3 poco frecuentes

10.b. en términos de dificultad

7 difíciles

32 regulares

25 fáciles

11. ¿Considera usted que las pruebas usadas son apropiadas para medir su progreso como estudiante?

Sí 63 No 1

12. ¿Cuán interesantes considera usted que eran los temas en la lectura y en la escritura?

48 Muy interesantes

14 Medianamente interesantes

2 Poco interesantes

0 Nada interesantes

13. ¿Considera usted que los temas tratados en la clase de español tenían que ver con las relaciones sociales (conocimientos generales sobre el hombre y la cultura, el aprendizaje, diferentes tipos de conducta, etc.) de los estudiantes?

20 siempre — 10 raras veces

30 casi siempre — 3 nunca

14. ¿Cuán interesante considera usted la clase de español?

62 muy interesante

1 medianamente interesante

1 poco interesante

0 nada interesante

15. ¿Qué métodos audiovisuales considera usted que ayudaron a hacer la clase más interesante?

38 el uso de láminas — Otros 16

43 el uso de tarjetas

38 el uso de cartelones

16. ¿Cuán útil es para usted lo aprendido en la clase de español?

Muy útil 57

Medianamente útil 6

Poco útil 1

Nada útil 0

Appendix XI

PROGRAMA ADIESTRAMIENTO HEAD START
DIVISION DE EXTENSION
UNIVERSIDAD DE PUERTO RICO
RIO PIEDRAS, PUERTO RICO

1. Centro de adiestramiento General Años 1972-73 y 1973-74

2. ¿Trabaja usted?

Sí 200 No 108

3. ¿En qué agencia trabaja?

| | | | |
|---|---|---|---|
| 3 | Corporación de Salud Pública | 142 | Head Start |
| 11 | Rehabilitación Vocacional | 9 | Universidad de Puerto Rico |
| 5 | New Careers | 1 | Servicios Sociales |
| 4 | Colegio de Cayey | 12 | Municipio de Caguas |
| 2 | Cuerpos Juveniles | 3 | Corporación de Renovación Urbana y Vivienda |
| 1 | Centro de Ancianos | 1 | Departamento del Trabajo |
| 108 | Comunidad | 6 | Otras |

4. ¿Qué clase te gustó más durante el presente año?

| | | | |
|---|---|---|---|
| Español | 48 | Matemática | 60 |
| Inglés | 19 | Vocacional | 8 |
| Ciencia | 38 | Todas | 135 |
| | | Ninguna | 0 |

5. ¿Qué clase te gustó menos?

| | | | |
|---|---|---|---|
| Español | 28 | Matemática | 40 |
| Inglés | 78 | Vocacional | 0 |
| Ciencia | 24 | Todas | 8 |
| | | Ninguna | 133 |

6. ¿Cuál o cuáles de las clases le es más útil a usted?

| | Trabajo | Hogar | Personalmente |
|---|---|---|---|
| Español | 166 | 65 | 58 |
| Inglés | 29 | 20 | 31 |
| Ciencia | 21 | 29 | 25 |
| Matemática | 83 | 35 | 28 |
| Vocacional | 46 | 31 | 32 |
| Todas | 78 | 89 | 103 |
| Sin contestar | 23 | 41 | 33 |

II. Instrucciones:

Lea detenidamente cada una de las aseveraciones. Piense por un momento para qué clases aplica y luego marque su respuesta en los espacios en blanco correspondiente a cada una de las clases.

| Aseveraciones | Clases | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Español | | Inglés | | Ciencia* | | Matemática | |
| | Sí | No | Sí | No | Sí | No | Sí | No |
| 1. En la clase se ofrece ayuda individual cuando el estudiante no entiende. | 301 | 7 | 288 | 17 | 260 | 9 | 297 | 11 |

| Aseveraciones | Clases | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Español | | Inglés | | Ciencia* | | Matemática | |
| | Sí | No | Sí | No | Sí | No | Sí | No |
| 2. Los medios usados para evaluar mi trabajo en la clase son apropiados. | 295 | 13 | 286 | 19 | 257 | 12 | 296 | 12 |
| 3. En la clase se hacen suficientes ejercicios de práctica. | 291 | 17 | 281 | 24 | 246 | 23 | 291 | 17 |
| 4. En la clase se usan diferentes formas de enseñar el material, como por ejemplo: láminas, películas, discos y otros. | 264 | 44 | 260 | 45 | 233 | 36 | 253 | 55 |
| 5. En la clase se estimula al estudiante a participar. | 294 | 14 | 283 | 22 | 251 | 18 | 290 | 18 |
| 6. La maestra demuestra interés en que uno aprenda. | 303 | 5 | 289 | 16 | 254 | 15 | 296 | 10 |
| 7. En la clase se aprovecha bien el tiempo. | 304 | 4 | 298 | 7 | 260 | 9 | 301 | 7 |
| 8. En la clase se le reconoce al estudiante su esfuerzo por aprender y hacer las cosas bien. | 300 | 8 | 287 | 18 | 255 | 14 | 299 | 9 |
| 9. En la clase se le explica al estudiante lo que no entiende cuantas veces es necesario. | 299 | 9 | 291 | 14 | 261 | 8 | 294 | 14 |

* Durante el año 1973-74 el Centro de Aguadilla no ofreció Ciencia.

III. Considera usted que está aprovechando su tiempo en el Centro de Adiestramiento.

Sí 304 No 4

¿Por qué razón?

He mejorado 157

Tiene más interés 65

He progresado 111

He aprendido más 126

He aprovechado el tiempo 69

No contestaron 14

Appendix XII

Area IV. Forma IV, Obj. 2 b.

Fecha límite para su devolución:
10 MAY 1974

CUESTIONARIO

1. ¿Conocías el enfoque sistemático de la enseñanza antes de trabajar en el Proyecto de Educación Básica de Adultos?

   Sí 10 No 16

2. ¿Recibiste orientación sobre el enfoque sistemático para aplicarlo en la enseñanza en el Proyecto?

   Sí 26 No 0

3. ¿Utilizaste el enfoque sistemático en la enseñanza de los adultos participantes en el Proyecto?

   Sí 25 No 1

   Si contestas sí, indica en qué instancias.

   a. ¿Al planificar unidades?

      Sí 22 No 1

   b. ¿Al planificar lecciones diarias?

      Sí 25 No 1

   c. ¿En qué enseñanza de grupos?

      Sí 22 No 1

   d. ¿En la enseñanza individual?

      Sí 26 No 0

4. A continuación aparecen las diferentes partes del sistema de enseñanza.

   Indica con un número del 1 - 4, el grado de dificultad que encontraste en su instrumentación:

   1 si resultó muy fácil, 2 si resultó fácil, 3 si resultó difícil, y 4 si resultó muy difícil.

| 1 | 2 | 3 | 4 | |
|---|---|---|---|---|
| 11 | 3 | 6 | 0 | diagnóstico de necesidades |
| 1 | 17 | 6 | 2 | formulación de objetivos |
| 8 | 14 | 4 | 0 | selección de contenido |
| 4 | 17 | 5 | 0 | selección de actividades |
| 4 | 16 | 5 | 1 | selección de medios |
| 4 | 12 | 7 | 3 | evaluación |
| 4 | 15 | 4 | 3 | revisión |

5. ¿A qué atribuyes las dificultades, si encontraste algunas?

Véase al dorso

6. ¿Has utilizado el enfoque sistemático de la enseñanza en alguna otra situación que no sea la enseñanza en el Proyecto EBA?

Sí 20 No 6

Si contestas sí, explica brevemente.

Véase al dorso

7. ¿Qué ventajas encuentras en el enfoque sistemático de la enseñanza?

a. Para el maestro

El maestro planifica y se organiza mejor ..... 13
Le hace más seguro ..... 9
Es un ruía ..... 6
Permite la evaluación contínua ..... 8
La enseñanza sigue una secuencia ..... 5
Se conoce las necesidades del adiestrando ..... 6
Facilita la planificación ..... 4

(5)

| | |
|---|---|
| Limitación en conocimientos | 7 |
| Tenía poca experiencia educativa | 7 |
| Falta de tiempo para preparar medios | 6 |
| Escaso tiempo en clases | 6 |
| Formulación de objetivos | 5 |
| Necesidad de instrumentos confiables | 5 |
| Necesidad de materiales | 2 |

(6)

| | |
|---|---|
| Al planificar | 7 |
| Capacitación de adiestrandos | 7 |
| En clases de economía doméstica | 2 |
| En la enseñanza de matemáticas | 2 |
| Cursos a nivel de colegio | 6 |
| En práctica docente | 2 |
| Trabajo remediativo con estudiantes | 7 |
| Seminarios | 3 |
| Institutos del Hogar | 1 |
| En Servicios Sociales | 1 |

b. Para el alumno

Se planea a base de sus necesidades ..... 10
Aprende más rápido ..... 13
El estudiante ayuda en el diseño del currículo ..... 5
Se desarrolla a su propio ritmo ..... 5
Se responsabiliza de su progreso ..... 5
Le da seguridad al adiestrando ..... 7
Alcanza sus metas en corto tiempo ..... 7

8. ¿Recomendarías este tipo de enfoque para la enseñanza de adultos en desventaja educativa?

Sí 26 No 0

Explica brevemente tus razones:

Véase al dorso

9. ¿Qué otros comentarios desearías hacer con relación al enfoque sistemático de la enseñanza?

Muy bueno ..... 10
Es un guía efectivo ..... 10
Hay continuidad en la consecución de los objetivos ..... 2
Se economiza tiempo ..... 11
Ayuda mucho al maestro nuevo ..... 8
He crecido profesionalmente ..... 7
Preparar más y mejores materiales ..... 2

(8)

| | |
|---|---|
| Llena las lagunas que puedan tener | 6 |
| Ahorra tiempo | 11 |
| Es más directo y ayuda más al adulto | 7 |
| Desarrolla orgullo por su progreso | 6 |
| Las necesidades se atacan globalmente | 9 |
| Progresa al ritmo de sus capacidades | 11 |
| Estimula la confianza en el estudiante | 5 |

Appendix XIII

Area IV, Forma III, Obj. 2 b

PREGUNTAS GUIAS PARA LA ENTREVISTA CON EL PERSONAL A CARGO DE LA SUPERVISION DE LOS INSTRUCTORES, EN RELACION CON EL ENFOQUE SISTEMATICO DE LA ENSEÑANZA

1. ¿Recibieron todos los instructores que han estado bajo su supervisión orientación sobre la sistematización de la enseñanza?

   Sí 4 No 0

   (Si la contestación es No, pregúntese qué por ciento (%) no la recibió y por qué.)

   _____

   _____

2. ¿La recibió (ieron) alguno (s) de usted personalmente?

   Sí 3 No 1

3. ¿Diría usted que los instructores entendieron debidamente el enfoque sistemático de la enseñanza?

   Sí 4 No 0

   ¿En qué evidencias basa usted su afirmación o negación?

   A través de records usados para evidenciar el progreso de los estudiantes ..... 1

   En las observaciones de clases ..... 1

   En las reuniones interdisciplinarias ..... 1

   Producción de unidades interdisciplinarias ..... 2

4. ¿Utilizaron los instructores el enfoque sistemático para la enseñanza de los adultos?

   Sí 4 No 0

   Si contesta en lo afirmativo, pregunte: ¿En qué medida diría usted lo utilizaron?

   Completamente ..... 3 Medianamente ..... 1
   Poco ..... 1 Iniciando ..... 1

5. ¿Está usted satisfecho de la forma en que los instructores respondieron a la capacitación en torno al enfoque sistemático de la enseñanza?

Sí 3 No 1

Explique:

Se vieron los logros alcanzados ..... 1

No estoy satisfecho de todo ..... 1

Respondieron maravillosamente ..... 2

6. ¿Qué observaciones haría usted en relación con el uso de este enfoque en programas de la naturaleza del Proyecto EBA?

Más conocimiento del proceso ..... 2

Sin este enfoque el programa fracasaría en cualquier lugar .. 1

Es muy útil pues proporciona refuerzo adicional en las áreas que lo necesitan ..... 1

7. ¿Utilizó usted, en su capacidad de supervisor, el enfoque sistemático en alguna forma y/o medida?

Sí 4 No 0

(Si la contestación es afirmativa, dé los detalles.)

En orientación en servicio al personal ..... 1

Para ubicar mejor a los estudiantes como a los instructores ..... 2

Cuando hacia las veces de directora ..... 1

haf

Appendix XIV

Area II, Forma II, Obj. 1 c.

Fecha límite para su devolución:

_____

CUESTIONARIO

1. ¿Has participado en reuniones de planificación del Proyecto EBA?

   a. A nivel de Programa (Oficina Central)

      Sí 19 No 5

   b. A nivel de Centro

      Sí 22 No 2

2. ¿Has participado en reuniones de evaluación del Proyecto EBA?

   a. A nivel de Programa

      Sí 15 No 9

   b. A nivel de Centro

      Sí 21 No 3

3. ¿Te ayudó esta forma de participación a comprender mejor los objetivos y cometidos del Proyecto?

   Sí 22 No 2

   Si contestas sí, indica en qué grado:

   12 muchísimo

   9 mucho

   3 bastante

   ____ un poco

4. ¿Te ayudó esta forma de participación a comprender mejor el papel que tú jugabas en el Proyecto?

   Sí 22 No 2

   Si contestas sí, indica en qué grado:

   15 muchísimo

__6__ mucho

__1__ bastante

_____ un poco

5. Indica con una marca de cotejo el calificativo que mejor describe la forma en que te sentías la mayor parte del tiempo cuando participabas en este tipo de actividades:

| | | | |
|---|---|---|---|
| __7__ | confiado | __4__ | preocupado |
| __1__ | tranquilo | __0__ | inquieto |
| __3__ | seguro | __0__ | inseguro |
| __11__ | clarificado | __0__ | confundido |
| __0__ | reconocido | __0__ | ignorado |

6. ¿Consideras que esta forma de proceder acelera los trabajos?

Sí __22__ No __2__

Si contestas no, explica brevemente:

Las relaciones interpersonales no eran de calidad ..... 2

7. ¿Recomendarías esta forma de proceder en proyectos similares al de EBA?

Sí __22__ No __2__

Si contestas no, explica brevemente:

Las relaciones interpersonales no eran de calidad ..... 2

Para evitar el impacto ..... 1

8. ¿Cuáles de los siguientes factores consideras más significativos para el éxito de esta forma de procedimiento de trabajo?
Enuméralos en orden de importancia de 1 a 5; donde el 1 corresponde al más importante.

| 1 | 2 | 3 | 4 | 5 | 6 | |
|---|---|---|---|---|---|---|
| 4 | 4 | 1 | 3 | 7 | 5 | el trasfondo de preparación académica de los participantes |
| 12 | 6 | 4 | 0 | 2 | 0 | el conocimiento de los objetivos del Programa |
| 2 | 4 | 6 | 7 | 1 | 4 | el cometido de los participantes con el Programa |
| 5 | 2 | 6 | 4 | 3 | 4 | la calidad de las relaciones interpersonales entre los participantes |
| 1 | 3 | 5 | 3 | 8 | 4 | el trasfondo de experiencias de trabajo de los participantes |
| 1 | 6 | 3 | 6 | 4 | 4 | la comprensión del enfoque por los participantes |

9. ¿Crees que el maestro especialista en un área en particular está comprometido con todos los objetivos del programa educativo?

Sí 24 No 0

10. ¿Crees que el procedimiento de trabajo en equipo mejora las probabilidades de que un proyecto como el de EBA logre sus objetivos?

Sí 24 No 0

Explica brevemente:

Se ofrecen mejores servicios educativos ..... 9

Se diagnostican necesidades individualmente ..... 5

Se evalúa con mayor objetividad ..... 8

Se logran mejor los objetivos ..... 6

Los instructores conocen mejor todas las áreas ..... 7

Se economiza tiempo ..... 2

Las relaciones interpersonales no eran de calidad ..... 2

Los organizadores desconocían sus objetivos ..... 2

Appendix XV

Activities Related to Planning, Implementation, Evaluation and Revision

| Date | Center | Activity: Form: Planning | Activity: Form: Implementation | Activity: Form: Evaluation | Activity: Form: Revision | Activity: Level: Project | Activity: Level: Center | Activity: Level: Classroom | Number of participants: Administrative: Program Director | Administrative: Project Director | Administrative: Curriculum Coordinator | Administrative: Evaluating Specialist | Administrative: Research Specialist | Educational: Mathematics | Educational: English | Educational: Science | Educational: Spanish | Educational: Vocational | Support: Social Worker | Support: Nurse | Support: Vocational Counselor |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1971-1974 | Caguas Center | 78 | 2 | 34 | 20 | 40 | 63 | 7 | 47 | 112 | 18 | 13 | 5 | 53 | 57 | 45 | 49 | 41 | 31 | 0 | 0 |
| 1971-1974 | Aguadilla Center | 144 | 144 | 38 | 28 | 40 | 102 | 25 | 41 | 50 | 33 | 34 | 166 | 119 | 119 | 87 | 109 | 0 | 0 | 0 | 90 |
| 1971-1973 | San Juan Center | 10 | 9 | 10 | 0 | 10 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 45 | 9 | 0 | 9 |
| Totals | Totals | 232 | 125 | 82 | 48 | 90 | 174 | 41 | 97 | 171 | 60 | 56 | 180 | 181 | 185 | 141 | 167 | 86 | 40 | 0 | 99 |

Appendix XVI

Evaluative Activities concerning The Systematic Approach To Planning

| Date | Type of activity | | Number |
|---|---|---|---|
| 1971-72 | Observational visits | | 25 |
| | Interviews | | 15 |
| | Lectures | | 22 |
| | Class observation | | 8 |
| | Follow up visits | | 7 |
| | Planning activities | | 5 |
| | Implementation activities | | 5 |
| | Material preparation | | 9 |
| | Evaluative meetings | | 8 |
| 1972-73 | Interviews | | 13 |
| | Class observation | | 26 |
| | Workshop/lecture | | 12 |
| | Seminaries | | 12 |

| Date | Type of activity | | Number |
|---|---|---|---|
| | Orientation sessions | | 5 |
| | Follow up | | 8 |
| | Planning | | 5 |
| | Implementation | | 5 |
| | Material preparation | | 9 |
| | Evaluative | | 9 |
| 1973-74 | Interviews | | 13 |
| | Observational visits | | 5 |

Appendix XVII

Student's Study Plan Programming (Scholastic levels from 0 to 4)

| Number of students per Center | Need's assessment | | | Goals related to learning | | | | Learning activities | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Diagnostic | Interview | Other | Spanish | Mathematics | English | Science | General | Group | Individual | Independent study |
| 20 students - Aguadilla Center | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 97 | 185 | 425 | 36 |
| 20 students - Caguas Center | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 236 | 275 | 432 | 164 |
| 14 students - San Juan Center | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 56 | 87 | 184 | 150 |
| Totals | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 389 | 547 | 1041 | 350 |

Appendix XVIII

Training Sessions Related to Systematic Approach in Planning Offered to Personnel

| Date | Theme | Form | Total | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| 1972 | The adult-psychological and phsysiological characteristics and needs. | Conference Reading & group discussion | Twice each semester | | Basic Ed. Job Skills Trainer Supportive Services | Dr. Ramírez López<br>Rebecca Andrade | Graduate School of Ed. UPR Central Office | (Project Director) |
| March, 1973 | Writing behavioral objectives | Conference Workshop | | | Basic Ed. | Dorcas Surillo | Central Office | (Project Director) Were used in the instructors' and directors plans. |
| Jan. & Feb., 1972 | Diagnosis and evaluation - preparing and using tests and other medias. | Readings Seminar Workshops | Thrice at each Center during a semester | | Basic Ed. Job Skills trainers | Angel L. Hernández | | |
| Jan. 12, 13, 14, 1973 | Integrating language arts skills in readings based on ocupational content for Head Start Students | | | | | | | |

| Date | Theme | Form | Total | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| | A Systematic Approach to Adult Education | Conference | 1 day | All personnel | Basic Ed. Supportive Services Occupational | Dorcas Surillo | College of Education U.P.R. | |
| Aug. 30 to Sept.2 | A Systematic-Approach, etc. (process) | Seminar | 3 days | | | Dorcas Surillo | Central Office Staff | Instructors started systematic planning |
| Sept. to Nov. | A systematic Approach (process) | Workshops on-site | monthly | | | Dorcas Surillo Dolores Pérez Angel L. Hernández Ada Gómez | Central Office | Team planning by components was initiated Centers Directors started systematic monthly planning |
| Sept. 9 | A systematic Approach to planning | | monthly | | | | | |

| Date | Theme | Form | Total | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| Aug. - Sept., 1972 | Systematic Program Planning & Implementation - Task oriented training designs | Workshops | Eight weeks daily sessions | 12 | Supportive Services Occupational Basic Educ. | Roberto Casablanca-SEDFRE | Region II New York | 90% of training events were planned and implemented using training designs. |
| | On site Training 1971-72 Sept. to May 1972-73 Ag. 1 day per week San Juan 1/2 day every 2 weeks | Workshops | | | | | | |
| | Caguas twice per Training on site Writing interdisciplinary units using systematic approach | Workshops | | 27 | ABE Supp. Ocup. | Rebecca Andrade Dorcas Surillo Ada Gómez Gregorio López Dolores Pérez Angel L. Hernández Evelyn M. Benet | Central Office | Units and plans were written. |

Appendix XIX

Training Sessions on the Language Arts Program Offered to Personnel

| Date | Theme | Form | Total | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| Oct. 6, 7, 8, 1970 | The Use of the ITA | Conference Workshop | 1<br>2 | 27 | ABE Job Skills Supportive Service | Dr. Rychard Fink | New York | ITA Specialist |
| Nov. 24, 1970 | Teaching of Reading Diagnosis of Reading Disabilities | Conference Workshop | 1 | 27 | ABE Job Skills Supportive Service | Dr. Lillian Strong | | Works by her own - Private Reading Clinic |
| Dec. 2, 1970 | Concept Formation and Language Development | Conference | 1 | 27 | ABE Job Skills Supportive Service | T.W. Parsons | Berkeley Univ. California | Social Anthropolist and Language Specialist |
| Dec. 3, 1970 | Diagnosis of Language Skills, specially in Writing and Reading | Conference & Workshop | 1 | 27 | ABE Job Skills Supportive Service | Juana Méndez | U.P.R. | Language Arts Specialist Director - Center for Education Research U.P.R. |
| Oct. 30, 1972 | Implementing a reading program based on assessed needs | Conference | 1 | | | | | |

| Date | Theme | Form | Total | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| | Reading, Comprehension & Interpretation Skills | Conference | 1 | 27 | All Three | Mrs. Cecilia A. de Olmeda | Laboratory School College of Ed. UPR | Director of said school |
| | Study skills | Conference using illustrations | 1 | 27 | All Three | Mrs. María Muñoz Torres | College of Ed. U.P.R. | |
| | Preparing a reading chart | Conference | 1 | 27 | All Three | Nilda Núñez | Central Office | Curriculum Technician |
| Oct. 13, 1973 | Using the audiovisual method in teaching reading to adults | Conference | 1 | 27 | All Three | Isabel Freire | Hostos School | Private School |

ADULT BASIC EDUCATION PROJECT
CAREER CENTERS PROGRAM
EXTENSION DIVISION AND CONTINUING EDUCATION
UNIVERSITY OF PUERTO RICO

Appendix XX

1. To recognize and read their complete names
2. To follow instructions
3. To pronounce correctly the sounds of their vernacular
4. To mark proper use of vocabulary with its correct meaning
5. To express ideas with clarity in a well organized form
6. To relate words by their meanings
7. To identify and describe correctly, persons, animals, plants, objects and events
8. To recognize common abbreviations
9. To express ideas using words in their proper, accepted form
10. To follow directions: right-left, up-down, in front-behind, etc.

Appendix XXI

Training Sessions In Relation To Group Dynamics and Interpersonal Relations Offered To Personnel

| Date | Theme | Form | Total | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| 1971 April | Human Relations | | | | | | | |
| | a. Communication skills | Workshop | 1 | 12 | ABE Supportive Occupational Center Director | Rebecca Andrade | Central Office | San Juan Center |
| | b. Role playing | Workshop | 1 | | | | | |
| Aug. 2-6 | Human Relations Workshop<br>The role of feelings and emotions in interpersonal relationships<br>Factors which affect the productivity of groups with which we work<br>Leadership and my role in Head Start<br>The Head Start professional in his helping role<br><br>Competition and collaboration in interpersonal relations conflicts in interpersonal relations.<br>Other areas according to expressed groups needs. | Seminar and Workshop | 5 | 12 | ABE Supportive Occupational | | Dr. Juan N. Martínez<br>Luz M. Beytagh<br>Ruth Arnella<br>Enzo Arnella<br>Luis R. Morales<br><br>College of Social Sciences University of Puerto Rico | Organized by Dr. Martínez and Dr. Beytagh |

| Date | Theme | Form | Total | Number of participants | Component | Resource | Origin | Observations |
|---|---|---|---|---|---|---|---|---|
| 1972 Aug. 16, 17, 18, 24, 28, 29, 30, 31 | Techniques in Group Dynamics<br>Interpersonal Relations<br>Process of communication<br>Team Approach to Problem Solving | Workshop | 8 | 12 | All and Center Director | Mr. & Mrs. Ruth Arnella | Social Sciences U.P.R. | For San Juan Center Staff |
| Sept. 18, 19, 20, 21, 22 | Interpersonal relations<br>Facilitating communication between personnel and students | Workshop | 5 | 12 + students | ABE Staff Occup. Support. | Mr. & Mrs. Enzo Arnella | They work by their own | San Juan Center Staff |
| Oct. 16, 17, 18, 19, 20 | Interpersonal relations<br>Facilitating communication between personnel and students | Workshop | 5 | 6 + students | ABE Staff | Mr. & Mrs. Enzo Arnella | They work by their own | Caguas Center |
| Dec. 11, 12, 13 | Interpersonal relations<br>Facilitating communication between personnel and students | Workshop | 3 | 5 Staff | ABE Staff | Mr. & Mrs. Enzo Arnella | They work by their own | Caguas Staff only |

Appendix XXII

Area IV, Forma 7, Obj. 4 b.

Fecha límite para su devolución:
10 MAY 1974

Guía para la entrevista

La calidad de las relaciones interpersonales es factor determinante del éxito de un programa en el que participa un gran número de personas. El Proyecto EBA del Programa de Adiestramiento para Personal de Head Start proveyó actividades de orientación tanto a los miembros del personal como a los estudiantes con el propósito de facilitar la interacción efectiva, esencial al logro de los objetivos del Proyecto.

1. ¿Participó usted en actividades de esa índole, auspiciadas por la Oficina Central, durante el tiempo que estuvo en el Programa?

   Sí 14 No 9

2. ¿Participó en alguna actividad de esa naturaleza, auspiciada por el Centro de Adiestramiento?

   Sí 14 No 9

3. ¿Recuerda alguna (s) en particular?
   (Si contesta sí, pídasele que la (s) describa.)

   Véase al dorso

4. ¿Diría usted que tal (es) actividad (es) ayudó (aron) a mejorar las relaciones entre las personas que participaron?

   Sí 14 No 9

   (Si contesta sí, pregúntese en qué medida)

   4 mucho

   8 bastante

   2 un poco

   9 casi nada

(3)

| | |
|---|---|
| Reuniones con sicólogos | 11 |
| Estudios de casos | 10 |
| Adiestramiento en características del adulto | 11 |
| Dinámica de grupo | 4 |
| Relaciones interpersonales | 3 |
| Adiestramiento señor Casablanca | 1 |
| Unidad diaria | 3 |
| Excursiones | 1 |
| Visitas a los hogares | 1 |
| Orientación | 1 |

(Si contesta no, pregúntese las posibles razones.)

_____

_____

5. ¿Participó usted en alguna (s) actividad (es) de este tipo en que participaron también estudiantes?

Sí 15 No 8

6. ¿Se llevó (aron) a cabo alguna (s) actividad (es) de este tipo para los estudiantes?

Sí 16 No 7

Si contesta sí, pregúntese.

7. ¿Diría usted que tal (es) actividad (es) ayudó (aron) a los estudiantes a mejorar sus relaciones?

a) ¿Entre ellos mismos?

Sí 16 No 7

b) ¿Entre ellos y los maestros?

Sí 16 No 7

8. ¿Cree usted que este tipo de actividad (es) ayuda (n) a las personas a comprenderse mejor?

Sí 18 No 5

(Si contesta sí, pregúntese en qué medida)

9 mucho 4 algo

6 bastante 4 un poco